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ABSTRACT

This program attempted to plan, develop, and implement a comprehensive community-involvement career education program for grades K-12 in the Uintah School District (Utah), which has approximately 5,000 students in a remote, rural setting. Project activities included (1) conducting a needs assessment of students, teachers, and parents for career education; (2) developing and completing a program of staff inservice; (3) the development and implementation of a career awareness program for the elementary schools, including the procuring, equiping, and staffing of a mobile trailer to serve as career resource center for all elementary schools; (4) the development and implementation of a career exploration knowlege and preparation program in the secondary schools; (5) development of career curriculum materials; and (6) involving the community in partnerships. The evaluation design for the project was a pre- and post- criterion-referenced test design utilizing both product and process evaluations. Overall, the third-party evaluations concluded that the program met the established objectives, improved the curricula of the district, and helped students become more aware of career education and better prepared for the world of work. (The career education survey and questionnaires, the elementary curriculum guide, and the secondary curriculum guide are appended.) (LRA)

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ED189282

Final Performance
~~FINAL EVALUATION~~ REPORT

A COMPREHENSIVE CAREER EDUCATION PROGRAM
K-12
FEDERAL CATALOG NUMBER
13.554

BEST COPY AVAILABLE

UINTAH SCHOOL DISTRICT
VERNAL, UTAH

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SEPT. 30, 1979

CE 024 453

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CAREER EDUCATION PROGRAM
PROJECT PERFORMANCE REPORTS

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7. Name of Project Director: Colleen Colton

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9. MAJOR ACTIVITIES

As this career education project was first conceptualized and written, twenty-eight objectives were identified and submitted with the proposal. This section of the final performance report will review and discuss progress toward each of the identified objectives.

MAJOR OBJECTIVE A

A comprehensive career education community involvement curriculum model will be developed and implemented for grades K-12 for the Uintah School District.

Objective 1: A needs assessment for student needs related to occupational information, placement, abilities, and interests, etc., will be conducted.

Activity: A needs assessment was given to a random sample of students in grades 4-12 with all of the schools in the district participating.

An instrument developed by the Third Party Evaluation Team, the Uintah Career Education Survey, was completed by approximately 150 elementary students, about 50 from each grade. Approximately 120 junior high students from the two junior highs completed the Uintah Career Education Survey, 7-9 level, using about 40 students at each grade level. Approximately 80 high school students were randomly selected and tested with about 25 to 30 students in each grade level.

Objective 2: A needs assessment for teacher and staff needs for resources, assistance, inservice, etc., will be performed.

Activity: A Uintah Professional Staff Questionnaire was developed and administered to all 220 professional employees of the Uintah School District through individual school faculties and returned to the third party evaluators for analysis.

Objective 3: A curriculum outline, containing major content areas to be taught will be developed for the elementary and secondary schools, along with philosophy of the program, behavioral objectives, and appropriate rationale.

Activity: The District Curriculum Committee for Career Education was organized in September 1978 and has functioned effectively since that time. One of the tasks of this committee was to produce a Curriculum Outline for use by all teachers. The committee divided into two sub-groups, elementary and secondary, with each group producing their own outline and objectives. A copy of the completed work is included in the appendix of this report. The completed curriculum materials were then duplicated and distributed to teachers within the district.

Objective 4: A workable, functioning, career resource center will be established in each of the secondary schools for utilization by students and community personnel.

Activity: In August and September 1978, four Career Resource Aides were hired and they began the job by helping to establish Career Resource Centers in each of the secondary schools, as well as a mobile elementary Career Center. Following suggestions received from the Project Director, State Career Specialists, some administrators, and by searching through available literature received, materials were ordered to equip each of the centers. This process has resulted in an evolving Career Resource

center to which materials are still being added as need for additional items is identified. Some of the more expensive items are used on a shared basis, with the item being rotated through each of the centers, as needed. An example of this would be the Porject Discovery materials. One complete set of the materials was ordered and the various kits are used by the schools and then exchanged after the students have had the opportunity to utilize the kits. At the present time a wide variety of materials exist in each of the centers and they are available for staff, student, and community use.

MAJOR OBJECTIVE B

Using the results of the needs assessment obtained from major objectives A-2, an inservice developmental program for staff members of each of the district's five elementary schools, one special education center, and three secondary schools will be developed.

Objective 1: A special summer workshop sponsored through Utah State University and the Uintah School District will be offered to teachers in career education infusion techniques.

Activity: In June of 1978 a workshop was held for any interested teachers in Uintah School District, sponsored by the School District, Utah State University and the State Board of Education, Career Education Division. Thirteen participants completed the three day workshop and evaluations conducted at the completion of the sessions indicated the workshop to be very beneficial to those who attended. The main emphasis of the workshop was a practical introduction to Career Education and infusion techniques. In June and July, 1979, another two week workshop was held for eighteen elementary and secondary teachers and administrators.

Objective 2: Special inservice sessions will be held to develop the role of the administrator, the counselor, the teacher, the parents, and the business community in career education.

Activity: A special inservice workshop was held in September with 26 teachers and counselors participating. As part of the content of the workshop, role definitions of the teachers and counselors were discussed. A tentative statement of roles of these two groups was delineated and agreed upon by members of the workshop. In November of 1978 several special meetings were held with members of the business community and parents to discuss their role in the career education project.

Objective 3: Each school within Uintah School District will form a school wide career education committee, with representatives from each grade level or each department.

Activity: One teacher from each of the district's eight schools was selected to serve on the District Career Education Committee. This person also serves as the chairperson of the individual school committees and serves as the liason between the district program and the school. All dissemination of materials or input from schools to district activities is channeled through the school's representative. The committees are variously organized in the schools, depending on the needs and desires of the individual school, but all are functioning at the present time. The committees plan and help to coordinate and promote the career education program and activities. A list of the committee and its role definition is included in the appendix.

Objective 4: The teachers in Uintah School District will receive training in the utilization of existing career education materials and will develop a series of Career Education Learning Experiences. These may be defined as a series of conceptual mini-lessons which enhance and correlate with the regular curriculum.

Activity: During the course of the project a plan was developed for the introduction of teachers to the Career Centers and the utilization of

the materials through a series of Open Houses at each of the centers. In each secondary center, a small group was invited into the center, by department, to view and become acquainted with the materials available pertaining to that department. These are informal open houses with teachers experimenting with the equipment and materials and having light refreshments. In the Elementary Mobile Career Center, as the trailer arrived at each school for the month's stay, an Open House was scheduled the first day after school with all teachers attending and going through the materials and participating in some experiences.

Teachers, as they develop Career Education activities for use in their own classrooms, were encouraged to write up the activities on a form and submit the activity to their school representative. The representative brought the activity to the District Career Education Committee for review. If the activity was judged acceptable and had utilization potential, the activity was published and distributed to all teachers in the district. The teacher who submitted the activity was paid a stipend of $10 for each activity accepted. The activities developed have been compiled into a booklet and disseminated to all teachers.

Objective 5: Means of dissemination of the Career Education materials and activities developed within each school will be developed to facilitate the sharing of ideas. Recognition will be given to all who participate in the program via public praise, letters of commendation, newspaper articles, etc.

Activity: Our Career Education personnel set the goal of having one news article in the local newspaper weekly and were able to accomplish this goal. A district Career Education Newsletter was also published bi-monthly for the purpose of recognizing what individuals were doing in each school. Samples of some of these items are included in the appendix of this report.

Many letters of commendation have also been sent to schools and individuals who have conducted outstanding programs in Career Education by the District Administration. A school-community week was scheduled for March 16-23 for each school to display in the store windows of the local merchants some of the things they are doing and have accomplished.

MAJOR OBJECTIVE C

Students will acquire fundamental concepts in career awareness and related areas. In the proposal submitted for this career education contract, five separate objectives were listed for this area. See pages 25 and 26 of the proposal. Because the objectives are so interrelated the activities that were used apply to all stated objectives rather than any one individually, and the following activities will apply to all five objectives:

Activity: Many activities contributed to the successful completion of these objectives. The catalyst for the elementary career education program was the implementation of a Mobile Career Education Center that moves to each of the elementary schools in the district for approximately a six week period at each school. The trailer was staffed by two career education aides who were trained in the foundations, philosophy, and objectives of the career education program. They were familiar with the materials and their use and, additionally, were individuals who relate very well with teachers and students. Teachers scheduled small groups of students into the trailer for a 30-45 minute period once or twice a week. When students arrive, they filled out a simple questionnaire indicating their likes and dislikes and their strengths and weaknesses. From this, the student made a choice as to which available career he/she would like to explore. The students in grades four through six used the Porject Discovery materials for simulated on-the-job experiences. In the utilization of these materials a great deal of emphasis was placed on the need and relevancy of school subjects to each career. With students K-3 a variety of materials and

approaches were used. One of the basic tools with the young students was a Career Education coloring book and accompanying worksheets. Approximately 50 read-a-loud story books, each about different careers, also were included for individual or group use. Numerous filmstrips, records, cassettes were also used with the primary grades.

In the individual classrooms, the majority of teachers took advantage of a resource speaker program and over 150 resource speakers from the community were utilized. These speakers were drawn from the ranks of parents, businessmen, professionals, etc., covering a wide range of topics from bee keeping to oil shale production.

Field trips have also been a very important part of the elementary career education program that have given our students enthusiasm and excitement for career education. Students participated in approximately seventy-nine field trips, both locally and out of town.

In the secondary schools students and teachers utilized the career centers as well as the classroom infusion approach for teaching career education. One junior high school had a 20-minute-a-day activity period for career education instruction and activities for all students. During this time, mini lessons, speakers, research, discussions and classroom lessons are taught on career education concepts. Worker traits, work habits, attitudes, and work values are also stressed in the Vocational classes along with the work skills.

MAJOR OBJECTIVE D

Students will acquire fundamental concepts in career knowledge and the related areas.

Objective 1: Students will have a knowledge of each of the major occupational clusters and representative occupations within each cluster.

Activity: In developing the curriculum outline for the elementary school, the Career Education Committee assigned each of the career clusters to be taught at a specific grade level so that by the end of the sixth grade each elementary student will have been exposed to activities and sample occupations within each of the clusters at least twice during the elementary school experience. Please see the Appendix for the booklet on the elementary career education program for specific details. Each of the secondary centers were also organized around the career cluster concept and students became familiar with the clusters as they used the centers.

Objective 2-7: (Found on pages 26 and 27 of the proposal) are interrelated in the process outcomes from the learners and the activities related to them will be discussed here together.

Activity: The activities related to these objectives were accomplished through a combination of resources through the counseling department, specialized classes, infusion in the various classrooms, and special programs sponsored by Career Education. The counseling department at the Uintah High School taught a class to all tenth graders through the Driver's Education Program in order to reach all students. The content dealt with decision making skills, work habits and attitudes, job related decisions, entry requirements, tentative career decisions, knowledge about these decisions, and familiarizing students with the Career Resource Center. The Counseling Center also sponsored a series of weekly movies during the noon hour for students to view on a variety of different jobs.

A career Education class was offered at the junior high school on a semester basis as an elective to the students. The class used part of the junior achievement program for some of the curriculum. West Junior High's Career Education program was scheduled for 20 minutes each day and sample lessons that were developed and used by all teachers have been included with this report.

In addition to the special resources offered to meet these objectives, teachers in the vocational areas stressed the concepts to the approximately 1000 students enrolled in the vocational programs. Other classroom teachers included many of these objectives in the individual classroom activities.

MAJOR OBJECTIVE E

Students will participate in career exploration activities.

Objective 1: Students who desire to participate in on-the-job experiences in a cooperative program, shadowing, or internship will be provided that opportunity through a local partnership of business and community resources and Uintah School District.

Activity: Approximately 200 students in the high school participated in a cooperative work program and were supervised by staff members at the school. Through a joint venture with the Chamber of Commerce, a local resource file has been developed with a listing of all employers who are willing to participate by sponsoring students at their business in either shadowing, interning, or part time cooperative work experience. This list is included in the appendix. This project had great Chamber of Commerce backing and support and has been extremely effective in setting up the machinery to handle any or all student requests.

Objective 2: Students who identify tentative career choices that are not available for on-the-job exploration in our rural local industry will be eligible to participate in such training in small groups traveling to the urban area of Salt Lake City and obtaining placement through the BICEP Program.

Activity: Students were identified through the high school career center to participate in this phase of the program and approximately 37 students traveled to Salt Lake City to visit various work sites.

MAJOR OBJECTIVE F

Career education curriculum materials will be developed to fit the unique needs of a highly mobile, remote rural area and the needs of the resident Native American population.

Objective 1: School-Home portable career packets representing different occupations within the various career clusters will be developed.

Activity: As the project progressed and the Career committee looked at the many and varied materials available commercially, it was the recommendation of both the committee and the parent advisory committee that the portable packets not be undertaken and the possibility of a Parent Resource Center be investigated instead. This information was communicated to Terry Newell, Project Officer, and permission to delete this objective was obtained..

Objective 2: Indian career education curriculum materials will also be developed.

Activity: Meetings have been held with the Ute Tribal Education Committee and the parent advisory committees of the two schools that have a high minority population of American Indian students to gain their input into the development of the minority materials. One suggestion for the young students in the elementary school was the development of a coloring book. Several Career Education Activities for Native American Youth were developed and distributed to teachers for use in the classroom, emphasizing different clusters.

At the junior high school level, materials have been written and were field tested with the students on activities relating to occupations available in Ute Tribal Government and in the various Indian enterprises, such as the Craft and Souvenier shops, the cattle industry, and the Ute Fab shop.

Objective 3: The procuring and implementing of an elementary career education mobile unit containing the career packets, materials, and other appropriate displays, will be accomplished.

Activity: The Uintah School District has purchased (with local funds) a ten-foot wide, sixty foot long mobile home which has been converted to the elementary mobile career center. As was mentioned previously, the mobile center has been staffed and equipped more than adequately with a large variety of elementary career materials in the form of books, filmstrips, movies, tapes, equipment, and project discovery simulation kits. The teachers have expressed the opinion that this was a very effective center and the children were excited after being in the center. That excitement carried back to the classroom and appeared to act as a catalyst for further classroom activities.

MAJOR OBJECTIVE G

The creation of a business, industry, and educational partnership will be accomplished through the local sponsorship of the Chamber of Commerce to assist in all phases of the implementation of the total project.

Objective 1: A local agency will be established in the Uintah area which follows the format of the BICEP program currently serving the Salt Lake City area to coordinate the career education activities between the schools and private industries.

Activity: In October and November District Career Education Personnel contacted the local Chamber of Commerce and presented an overview of the project to the Chamber Education Committee, their executive Board of Directors, and to the general membership. As a result of these meetings, the Chamber officially endorsed the project and offered help in a variety of ways. Their committee visited some of the resource centers and expressed commendation and approval at the materials being used there. As a result

of this visit, many offers of additional equipment were received from individual merchants in the form of used adding machines, calculators, cash registers, typewriters and miscellaneous equipment.

A series of forms have been developed, printed, and distributed to teachers and community resource personnel for their use in the community school program. Samples of these forms are accompanying this report.

The Chamber Education Committee undertook the project of completing and compiling a community resource file for the project. The committee members have personally contacted about 300 local businessmen, employees, and others to survey what resources and services they have available to find if they would volunteer to assist in any way the career education effort. Community resource people responding positively have filled out a resource form and have been given guidelines for the program. This resource file was duplicated and copies made available to each career center and teacher in the district.

Any teacher may make a request for service simply by filling out a form describing the service desired and leaving it in the Career Aides' box at each school. The aides filled each request by utilizing the resource file and then sending confirmation of appointments to all concerned by using appropriate forms. The same card also contained information for a feedback card to be completed after the activity had been concluded, both by the teacher and the resource person.

Objective 2: Existing knowledge and skills of the present educational family will be utilized in areas other than their present educational assignment, i.e., other experiences of teachers that may be shared with classes pertaining to Career Education.

Activity: A survey form was distributed to each teacher and results compiled and added to the above-mentioned resource file of available

personnel in the different areas of knowledge or expertise. Teachers were asked to list previous work experience outside of the teaching area, hobbies or avocations, and unusual talents or abilities.

10. PROJECT PARTICIPANTS

During the course of the year, approximately 5005 students in grades K-12 benefited from this program. Approximately 217 educational professional employees participated in the program, and 92 adults from the community, either as parents or members of the business community. Participation in any of the programs, benefits, opportunities or project results was not denied to any person based on race, sex, handicapping conditions, or for any other reason. For a statistical description of the participants, see the Participant Summary form OMB No. 51-R1187. Because the program was a comprehensive Career Education Program K-12, all students in the district were eligible to participate, and did so, through the program established for each school.

EVALUATION

The Third Party Evaluators conducted both process and product evaluations of the Uintah Career Education Program during the 1978-79 school year.

The Uintah School District completed most of the steps outlined in the Management by Objectives (MB) task forms. Some changes were made as the program developed but each change received the approval of the Third Party Evaluators or the USOE Program Representative. No racial or sex discrimination was observed.

The product evaluation reported on the achievement of the six hypotheses of the program.

Hypothesis 1

> Students involved in the Uintah Career Education Program will demonstrate increased mastery of career knowledge.

Both elementary and secondary students did show an increase in career knowledge, especially as it related to career clusters, career terms, information about the world of work and the use of career education resources.

Hypothesis 2

> Students involved in the Uintah Career Education Program will demonstrate increased positive attitudes toward learning.

The students did not show any significant change in attitude, neither more positive or negative.

Hypothesis 3

> Students involved in the Uintah Career Education Program will demonstrate increased self-awareness.

There was no significant change in students perceived self-awareness although student interests in career education activities increased.

Hypothesis 4

> Students involved in the Uintah Career Education Program will demonstrate increased understanding of the relationship between academic skills and career choices.

Students did demonstrate an ability to relate school subjects and educational requirements to career clusters and the world of work.

Hypothesis 5

> Students involved in the Uintah Career Education Program will demonstrate increased positive attitudes toward work.

Elementary students were able to ask more career related questions and explain positive characteristics of the world of work which was accepted as increased positive attitude toward work. Secondary students did show a significant increase in their attitude toward work.

Hypothesis 6

> Students, teachers, and parents will demonstrate increased positive attitudes toward the career education program.

Students, teachers, and parents did develop more positive attitudes toward the program as evidenced by their participation in the program. Some teachers and administrators did not participate as readily as hoped but the majority of the professional staff supported the program and were involved with it.

The problem with parents was better communication and more information about the Career Education Program. Those parents and community persons involved with the program were positive in their support.

Overall, the evaluators concluded that the Uintah Career Education Program met the established objectives, improved the curricula of the district, and helped students become more aware of career education and better prepared for the world of work. Most faculty and staff were supportive, as was the community. Based upon our observations and evaluation the Third Party Evaluators made twelve recommendations for the Uintah School District.

RECOMMENDATIONS

1. The project director should be commended for her efforts and leadership in implementing the Career Education Program in the Uintah School District.
2. The career aides, teachers, administrators, and community leaders should be commended for their support and involvement with the Career Education Program.
3. The Career Mobile Unit should remain part of the regular elementary curricula because of the successful activities of this year.
4. The teachers in all grades need to continue to infuse career education concepts into their curricula, plus there should be increased explanations about career resources and sources of information to students and greater use of career education resources and materials available in the schools.
5. Teachers should continue to utilize and increase their use of community resources.
6. The counseling personnel need to continue to provide leadership for the teachers to adequately meet students needs for career counseling.
7. Teachers who successfully infused career education concepts into their regular program need to continue to contribute to the district resource file and share their knowledge and successes with teachers less involved with career education.
8. The principal and staff at Vernal Junior needs to increase their support of the career education program.

9. A better method for informing secondary students about work-site visits and trips needs to be developed and expanded.
10. The coloring book of career education materials for Indian students needs validating and further development.
11. Parents need to be given more information about career education and its impact on the school system.
12. The Career Education Program should continue as a priority objective of the Uintah School District.

THE EVALUATION DESIGN

The evaluation design for the Uintah Career Education Program included both process and product evaluation. The process components were extensive and required regular visits and conferences by the evaluators. The evaluators were concerned in their observations, as to the ability of project personnel to implement the program elements as stated in the career education program. When it appeared that project objectives were not realistic in accomplishing goals, it was recommended to the director that changes be made in the structure of the objectives or questions used to evaluate product outcomes. Approval for the few modifications was sent to the proper federal personnel for sanction. It may also be noted that in no instance was any sex bias or racial preference in hiring or program involvement observed.

Process Evaluation

The following questions were asked of program participants to aid the evaluators in determining if program objectives were being completed as specified. Documentation included conversations with project director and other participants and actual observation of materials produced.

1. Were needs assessments conducted?

Yes! Questionnaires were administered to students, community patrons, teachers and the District Career Education Committee during the early part of the fall semester.

2. Were a philosophy, rationale, behavioral objectives, and curriculum outline for career education developed?

Yes! Objectives were prepared by faculty members at the elementary, junior and senior high schools. The District Career Education Committee was composed of a representative from each school in the district. This

person served as chairman of the school unit and he or she worked with the staff in the school to develop a career education philosophy and stated objectives. The objectives were stated in broad terms rather than specific. The elementary schools developed objectives that were the same in each school with each grade assigned specific clusters to teach. The faculty at the junior and senior high schools developed different objectives which were based upon the State of Utah Career Education Objectives. This material, including information for the teacher, was well written, comprehensive, and produced with an easy-to-follow format.

Some teachers suggested many objectives and diligently attempted to include career education concepts in their teaching. A few teachers felt they did not have time to add extra career education materials to the subject matter.

The objectives were discussed at inservice meetings for faculty groups. A resource file of teacher talents for class presentations was started to aid teachers in using other faculty members as career resource persons. The school objectives and philosophy were included in the resource file.

3. Were career resource centers established in each secondary school?

Yes! A career resource center was located in each school. At West Junior High School the center was located in the library due to lack of space. At the other two secondary schools separate facilities were available. Uintah High and Vernal Junior High have one aide who worked at each school one half day. Todd Elementary and West Junior High had a full time aide to work half time in each school.

At West Junior High School the materials were utilized frequently because the aide worked with the teachers on a classroom basis. This encouraged teachers to use the career aides as part of the subject matter. The high school resource center was used by the counselor advising students and by some teachers working with the teacher aide. The resource center at Vernal Junior High was used the least by teachers, although the science and mathematics teachers used it effectively. The resource centers were well equipped and readily available to students and teachers.

4. Were teacher inservice training programs conducted?

Yes! Two school district-wide workshops were conducted during the summer 1978. The first workshop was a week long and involved 13 staff members. The second workshop was held for one day and had 21 teachers in attendance.

In addition, each school held inservice workshops during the school year. Another district-wide workshop was held June, 1979, for teachers who had not been involved and wanted to participate. Thirty teachers were registered for this session.

At the elementary level an open house for the teachers was held at four school locations of the mobile career trailer. Over 90 percent of the elementary teachers attended these open house sessions where the aides explained materials in the trailer, the scheduling procedure, and how the aides could help the teachers and instruct the students.

Each month District Career Education Council meetings were held where each school representative reported on the training in each school.

5. Did each school within the Uintah School District establish a Career Education Committee?

Yes! Committees were established and worked with varying degrees of success. The key person in each school was the person who was selected to serve on the district career education committee. The Vernal Junior High seemed to be the least effective in this regard. A committee was not organized at the school. Other school committees were anxious to do a good job.

6. Were all students who desired provided the opportunity to participate in "on-the-job" exploration experiences?

Any secondary student who specifically made a request to a counselor or one of the school career education aides was given the opportunity to visit a job location. At the elementary school level children were only permitted to decide upon career experiences that they would choose from those available in the career trailer.

Secondary students were permitted to do some shadowing. This was done on a limited basis. Specifically, 100 students at West Junior High were involved in exploration activites. Three hundred students at Unitah High and Vernal Junior High were involved in exploration. In most instances job exploration involved trips of 165 miles one way to Salt Lake City. The BICEP personnel assisted in scheduling job sites for visits. Some specific job sites visited were:

Salt Lake City International Airport
Salt Lake City Tribune
Government Offices
Hospital
Gun Smith
Osmond Production Studios

Approximately ten to twelve trips were taken to Salt Lake City to accommodate student requests.

Even with the above success, this part of the program had some weakness. There is a need to seek better ways to contact all students in the school system so that they will be informed of the possibilities of visits. At the present time a number of students may not be aware that exploration opportunities exist.

7. Were specialized career materials for use with Indian students developed?

To a degree. Todd Elementary and West Junior High, where a large number of Indian students are enrolled, developed specialized career education materials. These materials included a coloring book of career activities, but they were not as specific to Indian student needs as originally proposed. The Ute Indian Council proposed that more general materials be developed. These coloring books were written at an inservice workshop taught at Todd Elementary. Each teacher taking the workshop developed three or four units centered around career education pictures. Written lessons helped explain each picture. These materials were not field-tested during this year.

8. Was an Elementary Career Education Mobile Unit developed containing materials and displays?

Yes! The Career Education Mobile Unit was the most noticable and successful aspect of the total program. A trailer was equipped to travel to each of the five elementary schools. Each school had the trailer on their campus for at least one month. More time was not available because the trailer and materials were not ready to begin service to the schools until November.

Two full time aides were available in the trailer. They were highly suitable in temperment and desire to serve the teachers and students. Teacher involvement and enthusiasm were high. Over 90 percent of the

100 elementary teachers in the elementary schools utilized the trailer in some ways.

Parent nights were held at Maeser, Ashley and Todd Elementary Schools to display student-prepared materials, career units, and to explain program purposes.

The upper elementary grades were able to select learning experiences from nine career units that were of a hands-on variety. Elementary children in kindergarten through grades three primarily made use of film strips, pictures, etc.

The units selected most often by the students to work with were: 1) trucking, 2) grocery clerking, 3) hair care, and 4) filing.

The filing unit was not heavily used until typing and shorthand units were developed to enhance the occupational field. Girls and boys were instructed that they could participate in any unit; girls were found in trucking and some boys selected hair care. Some units were not suited for location in the trailer. These units, such as electrical, plumbing, and small engine repair were designated for classroom use and were supervised by teachers. Units available for student activity were banking, finance, dental, hair care, medical, grocery, trucking, filing, and law enforcement.

The training of the two trailer aides included inservice workshops, personal reading, and informal discussions with the project director.

9. Was a partnership of business, industry and education created and utilized for career exploration experiences?

Yes! The project director met frequently with the Vernal Chamber of Commerce, which made career education the Chamber goal during the year. The Chamber contacted members about their interests in promoting

career education in the schools and prepared a folder of business people who would be willing to speak to classes or permit students to come to the site for field trips on exploration. Downtown businesses provided display space for school presentations. They also gave ad space in the newspaper and supported the high school career day. The Chamber of Commerce Education Committee served in an advisory capacity to the school career committee.

10. Were the special skills, knowledge, experiences, and talents of teachers and other members of the educational family utilized in the career program?

To a degree. A teacher resource sheet was distributed to all teachers asking for information regarding special talents, hobbies and professional skills. This information was collected and is presently being compiled for printing. A teacher resource file will be produced and sent to all teachers for their use in the classroom. This file will not be ready, however, until next school year.

Teachers served a critical part in the functioning of the program. They developed career education units for classroom use and also served as members of the district career education committee.

Product Evaluation

It was the function of the evaluations to determine if project objectives, written in the form of hypotheses, were achieved at the levels specified. Primary emphasis was placed upon the determination of student performance before and after career education program elements were implemented. In addition, teachers and community school patrons were given questionnaires to determine their attitude towards career education in the Uintah School District.

Where applicable, statistical treatment was applied to the collected data to determine if pre- and posttest results were significant. In these instances, a .05 level of significance was deemed necessary for the achieved scores to indicate a high degree of growth. As in most first-year programs of this nature, test instruments or objectives are not always suited for strict statistical methods using a t-test, Chi-test, or other measure of relationship. Thus, trends and evidences of attitude changes regardless of their variability were reported.

Hypotheses

Participant outcome as a result of the career education program was measured against a number of specifically stated hypotheses. These hypotheses were as follows.

Students involved in the Uintah Career Education Program will:

(1) Demonstrate increased mastery of career knowledge. Career knowledge includes: Abilities and duties required of different types of work, knowledge of career clusters, job entry requirements, factors affecting work success, personal abilities and interests relating to work success and utilization of career education sources of information.

(2) Demonstrate increased positive attitudes toward the learning environment.

(3) Demonstrate increased self-awareness. Self-awareness includes being able to describe current abilities and interests, limitations and potential toward work occupations.

(4) Demonstrate increased understanding of the relationship between academic skills and career choices.

(5) Demonstrate increased positive attitude toward work.

Hypothesis six included parents and teachers and was stated:

(6) Students, teachers, and parents will demonstrate increased positive attitudes toward the career education program.

Instruments

A variety of instruments were used to collect data from the participants. It was the desire of the Uintah School District to provide career education experiences for all students grades K-12. Thus instruments were either produced by the school district or commercially prepared tests were administered. The following instruments were used in evaluating student and other participant outcomes.

Career Education Measurement Series--This Series (CEMS) was developed primarily by the Texas Educational Agency specifically for assessment of career education programs. CEMS consists of a battery of seventeen instruments designed to assess the career education development of secondary students. Each of the instruments are category tests intended to provide diagnostic information regarding student development. Specifically, the tests are useful to confirm student gain in knowledge on a pretest prior to instruction and a posttest following instruction. One instrument from this battery was selected for use in the Uintah School District. Category 2: Career and Occupational Information was selected as a means of measuring student outcomes regarding hypotheses numbers one and three.

Assessment of Student Attitudes Toward Learning Environments--(ASA), developed by Research for Better Schools Educational Laboratory (RBS),

and the Career Assessment Survey (CAS), also developed by RBS, are Likert-like scale instruments used to determine student attitudes toward the learning and working environment.

Uintah Career Education Questionnaire--These attitude surveys were developed by the Uintah School District and used to assess student, parent, and teacher attitudes toward the career education program. The surveys were comprised of sections used to collect data from persons directly or indirectly involved with the program. The surveys were:

Elementary Student Questionnaire: Grades 1-3

Elementary Student Questionnaire: Grades 4-6

Uintah District Advisory Council Career Education Report

Community Questionnaire

Professional Staff Questionnaire

Uintah Career Education Surveys--These surveys were designed to specifically test project objectives. The surveys dealt with career clusters, career knowledge, and relating career knowledge to school subjects. A two-part survey was developed for the forth grade. The fifth and sixth grade survey contained five questions. Another survey was developed for secondary students. These surveys were given as pre- and posttests to randomly selected students.

Report of Findings

Hypothesis 1

Students involved in the Uintah Career Program will demonstrate increased mastery of career knowledge.

The Texas Career Education Measurement Series (CEMS) was used to provide diagnostic information regarding student development in terms of particular behavior desires as a result of the Uintah Comprehensive Career Education Program. The CEMS battery of tests are particularly relevant to the secondary grades. The CEMS consists of seventeen instruments. These instruments are designed to cover the broad field of career education. Specific instruments or category tests may be used to assess student development in particular subject areas.

Category 2 of the CEMS which was entitled Career and Occupational Information was used to assist in evaluating the Hypothesis 1. This test battery was comprised of four subcategories. Twenty two questions were utilized to gain information in the career and occupational information category. Table 1 presents an outline of the test questions and the subcategories.

TABLE 1

Career and Occupational Information Test Categories

Test Item Numbers	Subcategories	Objective
1-8	Occupational Supply and Demand	Prior to making a career choice students will be able to investigate supply and demand factors.
9-14	Career Information	Students will be able to see benefits of talking with qualified workers. Students will be able to locate career information.
15-19	Job Characteristics	Students will be able to identify various jobs and skill requirements.
20-22	Career choices and individual needs and interests	Students will be able to match interests and needs with career choices.

The test instrument was given as a pretest during the fall school semester 1978. A random selection of junior high and senior high students were involved in the study. Seventy junior high school and eighty seven senior high school students took the pretest. The posttest was administered during the second semester (May, 1979) to the same students who had taken the pretest. Due to absences and student tranfers to other schools (outside the district) the individuals who took the posttest were less than those who took the pretest. Because programs at the junior high school and senior high school are different due to separate campuses, course offerings, emphasis on career education and maturity of students, the scores are presented by school designation. The junior high school means and gains are reported in Table 2.

TABLE 2

Junior High School Subcategory and Total Test Scores

Subcategories	Number Students	Pretest Mean	Number Students	Posttest Mean	Gain
1) Occupational Supply & Demand	70	5.44	52	6.05	.61
2) Career Info.	70	6.95	52	7.43	.48
3) Job Character	70	8.48	52	8.61	.13
4) Job Character & Needs and Interests	70	1.92	52	2.34	.42
TOTAL TEST	70	22.67	52	24.54	1.87

As may be noted in all instances, a gain was recorded. The largest gain was in subcategory 1 which considered occupational supply and demand. A gain in comparison of pre- and posttest means was noted at .61. A test of significance of the difference between the two means using a t-test revealed a noticable improvement but not significant at the .05 level. The tabled t-value was 1.98 and the gain difference of .61 was t-value of 1.76. Since 1.98 is larger than 1.76, the results were not statistically significant but the results were highly positive. As all subcategory scores show gain, the data indicated that the junior high school career education efforts were bearing fruit.

The total test gain of 1.87 results in a t-test score of 2.01 which is statistically significant at the .05 level. Thus, the test measured student career knowledge growth at the junior high level. This information is recorded in Table 3.

TABLE 3

Significance of Difference Between Pre- and Posttest Means on the Test for Career and Occupational Information

Test Categories	Pre- and Posttest Mean Difference	*t-value	tabled *t-value	Significance
1	.61	1.76	1.98	NS
2	.48	--	--	NS
3	.13	--	--	NS
4	.42	--	--	NS
TOTAL TEST	1.87	2.01	1.98	.05

*t-values were not performed on subcategories 2,3 and 4 because they were not found significant

At the high school 87 students took the Career Education Measurement Subcategory 2 Test. Interestingly enough, student scores were higher than those of the junior high school on both the pre- and posttests. These scores might be expected due to the added age and maturity of the students. As in other first-year programs, it has been observed by the evaluators that the high school presents more problems in initiating a career education program than at the other school levels. This may be due to the highly structured course of study offered in high schools, reliance on current vocational programs to suffice for career education, and the dificulty of adequately moving new concepts into sizable school programs with a large staff.

With a total of 35 possible points to be scored on the test (some questions had multiple responses possible) the pretest mean for the high school group was 25.88. The posttest mean was 26.09. Thus a gain of only .21 was noted. Two scores (categories 2 and 3) showed a decrease

in score from the pre- to the posttest. The decreases were small and were probably due to relatively high scores on the pretest and little specific career education information being given during the interval between tests. This information is presented in Table 4.

TABLE 4

High School Pre- and Posttest Mean Scores

Category	Number Students	Pretest Mean	Number Students	Posttest Mean	Gain
Occupation Supply & Demand	87	5.83	46	6.84	.65
Career Information	87	8.25	46	8.02	-.23
Job Character	87	9.49	46	9.09	-.40
Job Character Needs & Interests	87	2.31	46	2.50	.19
TOTAL TEST	87	25.88	46	26.09	.21

A t-test was calculated on the subcategory item concerning occupational supply and demand as the gain for that item was .65. The tabled t-values (the value at which a score will be significant) was 2.00. The t-value for that subcategory was 2.03 indicating that the result was significant. A t-test of the mean scores for the total test was calculated. Because sections two and three displayed decreased in score, it was highly unlikely that a total test score of .21 would be significant.

The results indicated that supposition. The t-value was .204 while the tabled t-value was 2.00. See Table 5 for this information.

TABLE 5

Significant Difference Between Pre- and Posttest Means on the Test for Career and Occupational Information at the High School

Test Categories	Pre- and Posttest Mean Difference	*t-value	tabled *t-value	Significance
1	.65	2.03	2.00	Yes
2	-.23	--	--	NS
3	-.40	--	--	NS
4	.10	--	--	NS
TOTAL TEST	.21	2.04	2.00	NS

*t-values were not performed on categories 2, 3 and 4 because they were not found to be significant

West Junior High School--A random group of students at West Junior high school were administered the CEMS test in May, 1979 to observe if their scores were at a satisfactory level. The students were not administered the test on a pretest basis nor were their scores compared with the junior high school students in Vernal. Approximately one half of the students tested were Indian. It is not known if the students were assisted with the questionnaire (the teacher reading and explaining each item). The questionnaire was not analyzed to determine if the instrument posed any serious problems for Indian students in their ability to comprehend the material.

The average mean score on the total test for the group of 18 students was 21.11. As a total of 35 points was possible, the average number

of questions missed was 14. The highest score was 32 and the lowest was 12. The mean for each of the subcategories is presented in Table 6.

TABLE 6

West Junior High School Test Scores (CEMS)

Category	Number Students	Mean Score	Total Points Possible
1	18	4.50	8
2	18	5.78	11
3	18	9.06	13
4	18	1.78	3
TOTAL TEST	18	21.11	35

As may be noted, the students did very well with category 3, scoring an average of 9.06. This was a higher score than the posttest Vernal Junior high school group and was almost as high as the high school score (9.09). Had a pretest been administered to this group of students, gain in mean scores may have been sizable. West Junior High School was heavily involved in the career education program and this effort is reflected in the high scores found for category 3.

Elementary Schools--The Uintah Career Education Survey was given to students in grades 4, 5, and 6 to determine increased career knowledge as described in hypothesis one. This survey was designed from the objectives of the Uintah Career Education Program. It was given as a pretest in September, 1978 and as a posttest in May, 1979. In both the pretest and the posttest ten students were randomly selected from grade 4, grade 5, and grade 6 in all five elementary schools for a total sample of fifty students per grade which was approximately 15-20% of the students enrolled in each grade. Questions one and two on the fourth grade survey, question one on the fifth grade survey, and questions one and three on the sixth grade survey were used to gather data for hypothesis one.

Question one on the fourth grade survey required students to list all the careers they could think of in a five minute period. Some careers were listed more often than others, but only the number of careers were used in comparing the pre- and posttests. On the pretest a total of 32 different careers were listed whereas on the posttest a total of 53 different careers were listed for an increase of 65.6%. There were nine careers listed on the pretest which were not listed on the posttest. There were thirty careers listed on the posttest that were not listed on the pretest. There were twenty-three careers listed on both tests. These figures imply that during the 1978-79 school year fourth grade students became aware of many new careers and increased their career knowledge.

Question two required students to write four careers found in six career clusters. Table 7 summarizes the results of the pre- and posttests for grade 4. Table 8 for grade 5 and Table 9 for grade 6.

The numbers represent the number of careers listed in each cluster for each elementary school.

TABLE 7

Career Clusters--Grade Four

Cluster	Ashley		Central		Maeser		Naples		Todd		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Agriculture & Natural Resources	6	18	3	27	21	12	10	13	0	0	40	70
Business & Office	11	11	17	26	14	18	20	19	6	4	68	78
Construction	11	17	24	28	21	18	20	21	8	0	84	84
Transportation	14	22	30	33	24	26	17	34	7	0	92	113
Health	17	24	36	32	24	30	12	29	0	5	89	120
Public Service	8	5	26	22	18	24	16	4	2	1	70	56
TOTAL	67	97	136	168	122	128	95	120	23	10	443	521

Students showed an increased knowledge of careers in four of the six clusters, no increase in the Construction cluster and a drop in the Public Service cluster. The Career Mobile Unit had career kits on Transportation, Health, and Business and Office which were popular with the students.

Four elementary schools improved in the knowledge of career clusters during the year. Only Todd Elementary declined and the posttest was given the first week the Career Mobile Unit was at Todd Elementary. Ashley improved 45%, Central improved 24%, Maeser only improved 5%, and Naples

improved 26%. The overall improvement was an 18% higher number of career cluster answers on the posttest than the pretest which indicated an increase in career knowledge by the fourth grade students as a result of the Uintah Career Education Program.

TABLE 8

Career Clusters--Grade Five

Cluster	Ashley		Central		Maeser		Naples		Todd		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Agriculture & Natural Resources	13	18	10	32	27	40	16	13	16	14	82	117
Business & Office	10	28	9	33	11	31	17	18	5	15	52	129
Construction	16	31	10	30	16	34	12	26	10	18	64	139
Transportation	32	39	28	46	35	38	23	26	12	19	130	169
Health	32	38	18	38	36	43	19	20	12	15	117	154
Public Service	25	28	35	19	20	26	6	21	9	14	95	108
TOTAL	128	182	110	198	145	212	93	124	64	95	540	815

All five elementary fifth grades increased in career cluster knowledge. The total increase was 51%. The increase in Agriculture and Natural Resources was 43%, Business and Office increased 148%, Construction 117%, Transportation 30%, Health 32%, and Public Service 14%.

The increase in career cluster knowledge per school was 42% for Ashley, 80% for Central, 46% for Maeser, 33% for Naples and 48% for Todd.

TABLE 9

Career Clusters--Grade Six

Cluster	Ashley		Central		Maeser		Naples		Todd		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Agriculture & Natural Resources	23	27	6	39	17	23	15	15	13	15	79	119
Business & Office	25	28	22	37	19	19	16	16	8	10	90	110
Construction	22	34	20	36	23	19	11	19	12	14	88	122
Transportation	37	47	32	43	36	35	26	36	25	28	156	189
Health	31	38	30	51	28	30	24	22	21	24	134	165
Public Service	22	14	28	16	8	28	14	14	6	10	78	82
TOTAL	160	188	132	222	131	154	106	122	85	101	620	787

All five elementary sixth grades increased in career cluster knowledge. The total increase was 27%. The increase in Agriculture and Natural Resources was 51%, Business and Office increased 22%, Construction 39%, Transportation 21%, Health 23%, and Public Service 5%. The increase in career cluster knowledge per school was 18% for Ashley, 61% for Central, 18% for Maeser, 15% for Naples and 19% for Todd.

The sixth grade survey required students to define ten career education terms which are shown in table 10. Figures are reported in percentages.

TABLE 10

Career Education Terms--Grade Six

Terms	Ashley		Central		Maeser		Naples		Todd		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Career	0	40	30	70	20	60	40	20	40	40	26	46
Work	40	60	30	80	20	50	0	40	20	40	22	54
Salary	80	90	80	100	70	70	40	80	80	70	70	82
Applicant	30	70	70	90	40	70	40	60	30	40	42	66
Employer	20	80	50	100	40	50	40	50	40	40	38	64
Reference	0	10	30	60	30	40	0	30	0	20	12	32
Graduate	40	40	70	80	50	70	0	40	40	40	40	54
D.O.T.	20	50	40	60	0	60	0	30	0	20	12	44
Employee	30	80	50	90	70	60	10	60	20	40	36	66
Career Education	10	60	30	60	20	70	0	20	0	30	12	48
TOTAL TEST AVERAGES	27	51	48	79	36	60	17	43	27	38	31	56

All five sixth grades scored high on the posttest career education terms question than on the pretest.

Summary. The data presented above indicated that both elementary and secondary students increased their mastery of career knowledge during the 1978-79 school year when the Uintah Career Education Program was started throughout the Uintah School District.

Elementary Questionnaires. Data were also gathered about elementary students by the (1) Elementary Student Questionnaire: Grades 1-3 and (2) Elementary Student Questionnaire: Grades 4-6. These questionnaires contained seventeen items which required students to give either a "yes" or "no", or "not appropriate (N-A)" answer. In addition, the Elementary Student Questionnaire: Grades 4-6, required students to include a written explanation on ten of the seventeen items if the students gave a "yes" answer. Both questionnaires were given to nearly all elementary students in October, 1978, as a pretest, and to nearly all elementary students in May, 1979, as a posttest.

The questionnaires for all six grades in all five elementary schools were tabulated and recorded on seperate charts for each grade in each school. The results from all first grade students in the district were combined to show the entire district grade student responses. These data are shown in Table 11. The same method was used for grades 2, 3, 4, 5, and 6 and are reported in Tables 12-16. The numbers in each table represent percentages. Student responses to the three choices on the pre- and posttests are included for all seventeen items.

TABLE 11

ELEMENTARY SCHOOL QUESTIONNAIRE: Grade 1

Questions	Yes-%		No-%		N/A-%	
	Pre-	Post-	Pre-	Post-	Pre-	Post-
1. Do you know where your father works?	76.8	76.3	21.4	10.8	1.8	12.9
2. Do you know what things your father does at work?	65.7	66.8	31.7	22.8	2.6	10.4
3. If your mother works outside your home, do you know where she works?	39.5	47.7	26.6	17.8	33.9	34.5
4. If your mother works outside your home, do you know what things she does at work?	32.8	45.2	26.6	19.4	40.6	35.4
5. Have you ever visited your father at work?	70.8	70.5	26.6	20.0	2.6	9.5
6. Have you ever visited your mother at work?	36.5	48.0	25.1	18.2	38.4	33.8
7. Do you know what kind of job you want to have when you are through school?	73.8	74.2	23.6	21.2	2.6	4.6
8. If you have made a decision about a future career, do you know how many years of school you will need?	26.9	33.9	53.5	52.9	19.6	13.2
9. Do you know what school subjects you really like and are good at?	74.2	72.9	21.4	20.6	4.4	6.5
10. Are your best subjects the same as what you will use for your future careers?	47.6	55.7	32.8	30.2	19.6	14.1
11. Do you have hobbies or out-of school activities that you can also learn more about in school?	67.5	71.7	31.4	21.5	1.1	6.8
12. Do you know what kinds of careers are available in your local community?	57.6	66.8	39.5	27.4	3.0	5.8
13. Do your teachers often tell you now that what you are learning in school will help you in your future career?	82.7	86.8	17.0	10.5	1.4	2.7
14. Do you know whom to see in your school to get information about careers?	53.5	70.2	43.5	21.2	3.0	8.6
15. Do your teachers have people come to your classes to tell you about careers?	66.1	79.1	32.5	16.0	1.5	4.9
16. Does your school library or counseling office have a lot of books about careers?	72.7	78.2	25.1	14.1	2.2	7.7
17. Do you go on field trips to learn about careers?	67.5	66.8	32.1	26.4	0.4	6.8

TABLE 12

ELEMENTARY SCHOOL QUESTIONNAIRE: Grade 2

Questions	Yes-%		No-%		N/A-%	
	Pre-	Post-	Pre-	Post-	Pre-	Post-
1. Do you know where your father works?	84.5	87.7	9.1	4.6	6.5	7.7
2. Do you know what things your father does at work?	72.8	84.5	19.0	9.7	8.2	5.8
3. If your mother works outside your home, do you know where she works?	41.8	47.9	14.7	15.8	43.5	36.3
4. If your mother works outside your home, do you know what things she does at work?	35.8	50.2	19.8	13.9	44.4	35.9
5. Have you ever visited your father at work?	77.2	78.0	18.1	17.0	4.7	5.0
6. Have you ever visited your mother at work?	36.6	49.8	24.1	21.6	39.2	28.6
7. Do you know what kind of job you want to have when you are through school?	64.7	68.0	26.3	20.8	9.1	11.2
8. If you have made a decision about a future career, do you know how many years of school you will need?	36.2	28.2	54.7	54.8	9.1	17.0
9. Do you know what school subjects you really like and are good at?	81.9	83.8	10.8	9.3	7.3	6.9
10. Are your best subjects the same as what you will use for your future careers?	32.3	36.7	37.1	32.0	30.6	31.3
11. Do you have hobbies or out-of school activities that you can also learn more about in school?	59.5	63.3	32.3	24.0	8.2	12.7
12. Do you know what kinds of careers are available in your local community?	51.7	62.2	31.0	25.1	17.2	12.7
13. Do your teachers often tell you now that what you are learning in school will help you in your future career?	69.8	78.4	14.2	9.5	15.9	12.0
14. Do you know whom to see in your school to get information about careers?	42.7	73.0	39.7	19.3	17.7	7.7
15. Do your teachers have people come to your classes to tell you about careers?	85.8	88.4	12.5	5.0	1.7	6.6
16. Does your school library or counseling office have a lot of books about careers?	68.5	76.5	20.3	10.4	11.2	13.1
17. Do you go on field trips to learn about careers?	79.7	90.8	17.2	4.6	3.0	4.6

TABLE 13

ELEMENTARY SCHOOL QUESTIONNAIRE: Grade 3

Questions	Yes-%		No-%		N/A-%	
	Pre-	Post-	Pre-	Post-	Pre-	Post-
1. Do you know where your father works?	86.7	92.3	7.2	2.7	6.1	5.0
2. Do you know what things your father does at work?	79.6	84.0	12.6	11.0	7.8	5.0
3. If your mother works outside your home, do you know where she works?	41.3	48.1	11.9	12.2	46.8	39.7
4. If your mother works outside your home, do you know what things she does at work?	41.0	46.2	13.3	15.3	45.7	38.5
5. Have you ever visited your father at work?	76.8	78.6	16.7	14.9	6.5	6.5
6. Have you ever visited your mother at work?	45.1	49.6	12.6	11.5	42.3	38.9
7. Do you know what kind of job you want to have when you are through school?	70.0	72.2	25.9	24.4	4.1	3.4
8. If you have made a decision about a future career, do you know how many years of school you will need?	26.6	37.8	54.3	55.7	19.1	6.5
9. Do you know what school subjects you really like and are good at?	82.9	82.4	13.3	15.3	3.8	2.3
10. Are your best subjects the same as what you will use for your future careers?	39.2	46.9	44.0	36.3	16.8	16.8
11. Do you have hobbies or out-of school activities that you can also learn more about in school?	71.0	71.4	24.0	26.3	5.8	2.3
12. Do you know what kinds of careers are available in your local community?	53.2	59.0	40.6	39.3	16.1	2.7
13. Do your teachers often tell you now that what you are learning in school will help you in your future career?	68.6	66.4	28.0	28.3	3.4	5.3
14. Do you know whom to see in your school to get information about careers?	49.8	50.0	47.4	46.2	2.7	3.8
15. Do your teachers have people come to your classes to tell you about careers?	62.1	76.0	35.8	21.0	2.0	3.0
16. Does your school library or counseling office have a lot of books about careers?	75.1	84.4	13.7	6.1	11.3	9.5
17. Do you go on field trips to learn about careers?	78.8	81.7	18.8	14.1	2.4	4.2

TABLE 14

ELEMENTARY SCHOOL QUESTIONNAIRE: Grade 4

Questions	Yes-%		No-%		N/A-%	
	Pre-	Post-	Pre-	Post-	Pre-	Post-
1. Do you know where your father works?	80.6	81.4	13.1	12.6	6.3	6.0
2. Do you know what things your father does at work?	67.1	72.6	23.9	20.5	9.0	6.9
3. If your mother works outside your home, do you know where she works?	35.1	47.0	20.3	25.6	44.6	27.4
4. If your mother works outside your home, do you know what things she does at work?	32.9	45.1	21.6	24.0	45.5	30.9
5. Have you ever visited your father at work?	73.0	75.7	25.7	19.2	1.3	5.1
6. Have you ever visited your mother at work?	37.4	49.2	31.1	27.5	31.5	23.3
7. Do you know what kind of job you want to have when you are through school?	68.9	70.4	29.3	26.8	1.8	2.8
8. If you have made a decision about a future career, do you know how many years of school you will need?	44.6	38.5	52.7	53.9	2.7	7.6
9. Do you know what school subjects you really like and are good at?	85.6	88.6	12.2	9.5	2.3	1.9
10. Are your best subjects the same as what you will use for your future careers?	26.6	30.0	31.1	19.5	42.3	50.5
11. Do you have hobbies or out-of school activities that you can also learn more about in school?	51.8	47.95	45.0	47.95	3.2	4.1
12. Do you know what kinds of careers are available in your local community?	41.0	37.5	57.7	56.2	1.3	6.3
13. Do your teachers often tell you now that what you are learning in school will help you in your future career?	60.8	70.4	38.3	27.4	.9	2.2
14. Do you know whom to see in your school to get information about careers?	39.6	41.0	57.2	53.6	3.2	5.4
15. Do your teachers have people come to your classes to tell you about careers?	49.1	62.5	50.0	35.6	.9	1.9
16. Does your school library or counseling office have a lot of books about careers?	37.4	46.4	9.0	5.7	53.6	47.9
17. Do you go on field trips to learn about careers?	60.8	75.7	38.3	22.4	.9	1.9

TABLE 15

ELEMENTARY SCHOOL QUESTIONNAIRE: Grade 5

	Questions	Yes-%		No-%		N/A-%	
		Pre-	Post-	Pre-	Post-	Pre-	Post-
1.	Do you know where your father works?	80.3	85.4	10.0	6.9	9.7	7.7
2.	Do you know what things your father does at work?	75.4	76.2	18.0	14.3	6.6	9.5
3.	If your mother works outside your home, do you know where she works?	41.2	49.1	19.4	19.0	39.4	31.9
4.	If your mother works outside your home, do you know what things she does at work?	37.0	43.8	23.5	21.1	39.4	35.1
5.	Have you ever visited your father at work?	75.1	75.3	20.1	16.7	4.8	8.0
6.	Have you ever visited your mother at work?	37.4	46.1	24.2	28.3	38.4	25.6
7.	Do you know what kind of job you want to have when you are through school?	68.9	67.9	30.1	27.1	1.0	5.0
8.	If you have made a decision about a future career, do you know how many years of school you will need?	31.8	36.6	63.0	52.4	5.2	11.0
9.	Do you know what school subjects you really like and are good at?	89.3	82.7	10.7	14.3	0.0	3.0
10.	Are your best subjects the same as what you will use for your future careers?	26.6	33.3	20.8	16.1	52.6	50.6
11.	Do you have hobbies or out-of school activities that you can also learn more about in school?	50.9	50.0	47.0	43.5	2.1	6.5
12.	Do you know what kinds of careers are available in your local community?	41.2	46.7	55.0	45.8	3.8	7.5
13.	Do your teachers often tell you now that what you are learning in school will help you in your future career?	69.6	65.8	30.4	30.3	0.0	3.9
14.	Do you know whom to see in your school to get information about careers?	38.4	43.2	59.9	51.5	1.7	5.3
15.	Do your teachers have people come to your classes to tell you about careers?	52.2	67.0	47.8	27.1	0.0	5.9
16.	Does your school library or counseling office have a lot of books about careers?	43.6	49.4	7.3	5.4	49.1	45.2
17.	Do you go on field trips to learn about careers?	37.3	57.7	62.6	38.1	0.0	4.2

TABLE 16

ELEMENTARY SCHOOL QUESTIONNAIRE: Grade 6

Questions	Yes-%		No-%		N/A-%	
	Pre-	Post-	Pre-	Post-	Pre-	Post-
1. Do you know where your father works?	85.9	83.9	9.7	10.3	4.4	5.8
2. Do you know what things your father does at work?	79.4	80.6	15.7	12.9	4.8	6.5
3. If your mother works outside your home, do you know where she works?	44.8	37.1	13.7	21.9	41.5	28.1
4. If your mother works outside your home, do you know what things she does at work?	39.9	47.1	18.5	25.2	41.5	27.7
5. Have you ever visited your father at work?	78.2	78.1	19.0	17.1	2.8	4.8
6. Have you ever visited your mother at work?	39.9	49.4	19.8	25.5	40.3	25.1
7. Do you know what kind of job you want to have when you are through school?	69.0	68.1	28.2	27.1	2.8	4.8
8. If you have made a decision about a future career, do you know how many years of school you will need?	33.9	38.4	62.9	52.9	3.2	8.7
9. Do you know what school subjects you really like and are good at?	86.3	84.8	11.7	13.2	2.0	2.0
10. Are your best subjects the same as what you will use for your future careers?	38.3	39.0	18.1	15.8	43.5	45.2
11. Do you have hobbies or out-of school activities that you can also learn more about in school?	50.4	46.8	48.4	48.4	1.2	4.8
12. Do you know what kinds of careers are available in your local community?	40.3	49.4	58.5	44.2	1.2	6.4
13. Do your teachers often tell you now that what you are learning in school will help you in your future career?	60.9	65.2	37.5	30.0	1.6	4.8
14. Do you know whom to see in your school to get information about careers?	28.2	38.1	69.0	56.4	2.8	5.5
15. Do your teachers have people come to your classes to tell you about careers?	48.4	53.2	49.6	43.6	2.0	3.2
16. Does your school library or counseling office have a lot of books about careers?	36.7	40.7	8.5	16.1	54.8	43.2
17. Do you go on field trips to learn about careers?	57.3	39.7	33.1	58.1	9.7	2.2

Item Analysis.

1. Do you know where your father works?

Most of the students in grades 1-3 knew where their father worked. Second and third grade students showed small increases. The third grade increased 5.6 percent to a total of 92.3% which was a high percentage of students knowing where their father worked. The only other major change was in the first grade where more students indicated that their father did not work in the posttest than the pretest. Grades 4 and 5 increased slightly but grade 6 had a small decrease. More important than any increase was the figure of over 80% of the students knowing where fathers worked and could write the fathers place of employment on the questionnaire.

2. Do you know what things your father does at work?

Grades 1-6 recorded small increases on this answer. In grades 4-6 "yes" responses were supported by each student describing what their father did at work which indicated the student responses were based upon factual knowledge.

3. If your mother works outside the home, do you know where she works?

Grades 1-3 showed a larger increase on this question than the above two questions dealing with fathers. The largest increase was in first grade with an 8.2 percent increase. These increases could be explained by (1) students found out where their mothers worked; (2) some students counted homemaking mothers; or (3) more mothers were working when the posttest was given. Student responses in grades 4-6 were mixed on this question. "Yes" answers for grade 4 increased 11.9%, grade 5

increased 7.9%, but grade 6 decreased 7.7%. In all three grades the number of N/A responses decreased on the posttest while the "no" responses increased in all three grades.

4. If your mother works outside your home, do you know what things she does at work?

Students in grades 1-6 showed an increase in knowing what their mothers did at work. All six grades reported a decrease in the N/A category. Students in grades 4-6 could explain the type of work their mothers performed on the questionnaire.

5. Have you ever visited your father at work?

There were only minor changes in any of the responses on this question in grades 1-6. In all six grades over 70% of the students reported visiting their father at work which is an impressive figure.

6. Have you ever visited your mother at work?

Grade 3 remained nearly the same, but grades 1 and 2 showed fairly large increases in visits to where their mothers worked. Grades 4-6 all reported increased visits by students. Nearly 50% of all students reported visiting the place of employment of mothers working outside the home.

7. Do you know what kind of job you want when you are through school?

Grades 1-6 reported small increases in this area although it is interesting to note that 74.2% of the students in grade 1 answered "yes" to this question. In grades 4-6 over two-thirds of the students reported they knew what kind of job they wanted after high school. Although their ideas may change, the data indicated students were thinking about the future. This question was accompanied by written responses.

Students who answered yes listed a job or job description in which they were interested. Jobs varied from waitress, welder, artist, teacher, nurse, doctor, engineer, truckdriver, salesperson, homemaker, etc.

8. If you have made a decision about a future career, do you know how many years of school you will need?

The pre- and posttest answers were mixed to this question. Increases were reported in grades 1, 3, 5, and 6. Decreases were reported in grades 2 and 4. The majority of students did not know this information, which was proper for elementary students in the awareness stage.

9. Do you know what school subjects you really like and are good at?

There were no major changes in the pre- and posttests of this question in grades 1-6. Subject interests changed little during the year. Over 80% of the students in grades 4-6 reported knowing what school subjects at which they were good and liked. On both the pretest and posttest the most popular subjects were (1) math, (2) reading, and (3) spelling. A couple of students wrote "lunch" as their favorite class.

10. Are your best subjects the same as what you will use for your future career?

Student responses in grades 1-3 all reported increases to this question in the yes category. The same pattern was followed in grades 4-6. The N/A category indicated students did not know this answer. Half of the students in grades 4-6 answered N/A in this category on the posttest.

11. Do you have hobbies or out-of- school activities that you can also learn more about in school?

Small increases in the yes category were reported by grades 1-6. The majority of students indicated having a hobby which they could learn more about in school. Approximately one-half the students had hobbies which included a wide variety.

12. Do you know what kinds of careers are available in your local community?

Grades 1-3 reported an increase in knowing more about careers in the community on the posttest, which could be attributed to the career education program in their schools. Grade 4 reported a small decrease in knowing about local careers and grades 5 and 6 reported small increases in the "yes" category. This question required written statements with "yes" answers. No trend or pattern developed in student responses, as many different careers were listed. Some students may have responded negatively to this question rather than write the required statement.

13. Do your teachers often tell you how what you are learning in school will help you in your future career?

In grades 1-3, the largest increase in the "yes" category was grade 2, which increased 8.6 percent, although all three grades reported an increase by teachers in relating career education to what students learned in school. Grades 4 and 6 reported increases in teachers relating school learning to future careers, but grade 5 reported a large decrease. The majority of teachers were relating school subjects to career education, although there could be greater teacher involvement with the career education programs.

14. Do you know whom to see in your school to get information about careers?

Grades 1 and 2 reported a large increase in knowing who could give them career information in school. Grade 2 increased 30.3 percent and grade 1 increased 16.7 percent. Grade 3 increased slightly with 50 percent of the students in grade 3 not knowing who could help them gain career information in the school, whereas over 70 percent of the students in grades 1 and 2 knew who to contact. Grades 4-6 reported

more students knew whom to contact in the school to obtain career education information at the end of the year, but still, over half the students did not know who to contact. This was a concern of the evaluators and indicated an area for greater concentration in the future.

Students in grades 4-6 who responded positively to this question had to list whom they would contact in their school. Over half the students listed their teacher as the person to contact with principals and librarians next. Other persons listed were counselors, bus drivers, coachs, mothers and Uncle Joe.

15. Do your teachers have people come to your classes to tell you about careers?

Students in all grades reported an increase in resource persons visiting their classes. This showed greater teacher and community involvement in the career education program during the school year. Seventy-six percent of the students in grades 1-3 reported that resource persons had visited their classroom during the year, whereas 50 percent of the students in grades 4-6 reported resource persons in their classes.

16. Does your school library or counseling office have a lot of books about careers?

Students in grades 1-3 reported an increase in their knowledge of books about careers available in the schools. The largest increase was in grade 3, with a 9.3 percent increase, or 84.4 percent of the third grade students were aware of career education materials available to them in the school. Grades 4-6 also reported increased knowledge of books and materials on career education in their schools. However, over half of the students still did not know what materials

were available, which indicated the need for teachers to increase their use of career education materials available in the schools.

17. Do you go on field trips to learn about careers?

Grades 2 and 3 reported increases in field trips. The high percentages reported in the "yes" category by grades 1-3 showed that primary teachers were using career education resources outside the school, including the Career Mobile Unit. Grades 4 and 5 reported increased field trips during the year, but grade 6 reported a decrease in field trips during the school year.

Data from the questionnaires indicated greater student knowledge of career education and a positive attitude toward the Uintah Career Education Program. The high percentage of students who reported knowing where parents worked, what they did, and actually visiting work site was encouraging. Students were thinking about the future and the world of work. Students were aware of their likes and strengths regarding school subjects. Students have positive attitudes toward career education. A majority of elementary teachers were implementing career education into the curriculum. However, responses to questions 12-17 indicated some weaknesses in teacher support and materials. The concerns identified by questions 12-17 could be improved upon in the future.

Hypothesis 2

Students involved in the Uintah Career Education Program will demonstrate increased positive attitudes toward the learning environment.

Selected classes were chosed from West Jr. High, Vernal Jr. High and Uintah High School to take the Assessment of Student Attitude Scale (ASA) to determine changes in positive attitude toward the learning environment. This instrument was given as a pretest in September, 1978 and as a posttest in May, 1979. A t-test analysis was made on the student responses to determine if any change occurred at the .05 level of significance. There were no changes in attitude at any school nor was there a change in the total school analysis at the .05 level of significance. Student attitudes did not increase or decrease significantly during the 1978-79 school year, 1.69 and 1.66 are the t level of significance.

TABLE 17

Attitude Toward Learning Environment (ASA)

School	n	Pretest Mean	Posttest Mean	Mean Diff	t
West Jr.	35	394.375	382.125	12.250	1.21
Vernal Jr.	51	386.667	371.643	15.024	1.53
Uintah High	59	380.333	369.888	10.445	1.12
All schools	145	387.928	379.042	8.886	1.61

There were 26 Likert-scale items on the Assessment of Student Attitude Scale. Although no change of significance occurred in the schools, an analysis of some single items provided some useful information about student attitudes.

Item 5. My school counseling program has shown me some interesting things about different courses.

Less than 40% of student posttest answers agreed with this statement.

Item 14. My school uses a variety of ways to help us learn not just a classroom and teacher.

30% of the student posttest answers agreed with this statement.

Item 17. Education, even vocational education, doesn't help with your job when you leave school.

10% of the student posttest answers agreed with this statement.

Item 20. Much of what I learn in school can be used in a job.

20% of the student posttest answers disagreed with this statement, or most students agreed with the statement or had no opinion.

Item 23. Not much of the advice I have gotten in my school has helped me decide on what I want for my future.

35% of the student posttest answers disagreed with this statement, or most students agreed with it or had no opinion.

There was no change of any significance in student attitude toward the learning environment. There were mixed attitudes toward specific items related to career education.

Hypothesis 3

Student involved in the Uintah Career Education Program will demonstrate increased self awareness.

The Career and Occupational Information component of CEMS was used to measure student outcomes in self-awareness. In particular, subcategory 4 job characteristics and individual needs and interests were employed. This subcategory requires the student to match personal/individual needs with career choices. In so doing it would be assumed that this student is displaying self-worth through self-introspection and determination of occupational choice. The scores of students at the junior and senior high school were anlayzed to determine if student growth were noted by means of a pre- posttest comparison. Gain was noted at both school level (.42 at the junior high school and .19 at the high school). These scores were not significant but the scores show gain in both instances. See Table 18 for a report of this data.

TABLE 18

Student Growth in Matching Personal Strengths and Weaknesses to Career Choices

Subcategory	School	Pretest Mean	Posttest Mean	Gain	Significance
Job Characteristics and Individual Needs and Interests	Junior High	1.92	2.34	.42	NC
	Senior High	2.31	2.50	.19	NC

Hypothesis 4

Students involved in the Uintah Career Education Program will demonstrate increased understanding of the relationship between academic skills and career choices.

Questions on the Uintah Career Education Survey required students to relate school subjects and educational requirements to careers chosen by the students.

The fourth grade survey required students to list three school subjects and write careers which required a knowledge of those subjects. Fourth grade students showed an increase in knowledge by relating subjects taught in school to careers in the world of work. On the pretest seven subjects were listed by the students a total of 57 times. A total of eight careers were written down a total of 21 times. These eight careers were artist, teacher, professor, librarian, musician, storekeeper, engineer and acrobat. On the posttest ten subjects were listed including math, reading, physical education, English, music, art, spelling, social studies, science and health a total of 106 times. More important, 72 different careers were listed compared to 72 careers on the posttest which indicated an increased knowledge of careers. Some of the careers on the posttest were the eight on the pretest plus truckdriver, doctor, nurse, principal, cashier, grocer, scientist, banker, athlete, secretary, policeman, plumber, writer, singer, ranger and miner plus others.

The fifth grade survey required students to write a career or career cluster interest and then (1) list three related school subjects and (2) explain how these school subjects helped prepare someone for the stated career. On the pretest only six careers were stated by the students

and six subjects were listed a total of sixteen times. Only four explanations were given by the students. On the posttest fourteen careers were listed along with eleven subjects listed a total of 73 times. There were 49 explanations that stated how the subjects prepared one for the stated career. The sixth grade survey required students to list three careers of interest and then write two educational requirements for each career. On the prestest students listed 30 careers, but only five school subjects and no other educational requirements. On the posttest students listed 41 seperate careers, plus some more than once. In addition, students listed eleven school subjects plus twelve other educational requirements including high school diploma, good grades, experience, college degree, special training, skills, etc.

The Uintah Career Education Survey for secondary education was taken by 28 students from West Junior High, 31 students from Vernal Junior High, and 48 students from Uintah High School. This survey required students to list two career clusters. Students then wrote an occupation in each of the chosen career clusters, and then wrote (1) reasons why the chosen occupations were of interest, (2) responsibilities of persons involved in the chosen occupations, and (3) requirements to enter the chosen occupations.

Table 19 presents the student pre- and posttest responses.

TABLE 19

Academic Skills and Career Choices: Secondary Students

School	Career Clusters		Occupations		Interests		Responsibilities		Requirements	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
West Jr.	23	42	29	61	37	84	28	57	33	69
Vernal Jr.	21	38	29	57	32	78	31	63	29	72
Uintah High	39	76	52	112	88	179	68	151	81	195
TOTAL	83	156	110	230	157	341	127	271	143	326

Every school improved in every category on the posttest which implied that students had developed an increased understanding of the relationship between academic skills and career choices.

Hypothesis 5

Students involved in the Uintah Career Education Program will demonstrate increased positive attitude toward work. Student answers to certain questions on the Uintah Career Education Surveys provided data which dealt with this hypothesis, although the conclusions for elementary schools are based more upon inferences than statistical analysis.

Students in grade four were asked to write five questions they would ask a parent about the parent's career. This was a difficult pretest question. Only 24 questions were written on the pretest for all five schools. After a year of including career education in the curriculum, the number of questions written on the posttests increased to 152 or an increase of 533%. During the course of the year students had learned how to ask questions about the world of work which also implies a more positive attitude toward work. Some of the more popular questions written by students on the posttest are listed below.

1. Do you get paid well?
2. Do you like your job/
3. How long have you worked at your job?
4. Is your job hard work?
5. Is your job fun?
6. What do you do?
7. How do you help people?
8. Does it require math?
9. How long do you work?
10. How does your boss treat you?
11. What do you like about your work?
12. Would you rather do something else?

Students in grade 5 explained the rights are responsibilities of four different careers - policemen, farmers, store clerks, and teachers. Table 20 reported the increased ability and attitudes of students to explain the rights and responsibilities of workers. The numbers represent the number of answers given on the pretest and posttests.

TABLE 20

Rights and Responsibilities: Grade 5

Career	Rights		Percent Increase			Percent Increase
	Pre	Post		Pre	Post	
Policemen	35	47	34%	25	43	72%
Farmers	11	34	209%	18	36	100%
Store Clerks	24	32	33%	12	32	167%
Teachers	39	45	15%	22	37	68%

Students in grades 5 and 6 wrote up to ten work habits important for success in the world of work.

Table 21 reported the increased ability of students to identify work habits between the pretest and posttest. The numbers represent the total amount of correct answers written by the students.

TABLE 21

Work Habits: Grades 5 and 6

School	Grade 5		Percent Increase	Grade 6		Percent Increase
	Pre	Post		Pre	Post	
Ashley	20	51	155%	8	35	337%
Central	10	62	520%	25	80	220%
Maeser	20	28	40%	35	56	60%
Naples	15	46	207%	16	20	25%
Todd	6	10	67%	9	16	78%
TOTAL	71	197	177%	93	207	123%

A small sample of students from the secondary schools completed a prestest and posttest of the Career Assessment Survey (CAS), a 22-Likert-Scale item. On this test there was an increased postive attitude toward work at the .05 level of significance. The value for t at the .05 level of significance needed to be higher than 1.72.

TABLE 22

Attitude Toward Work (CAS)

School	n	Pretest Mean	Posttest Mean	Mean Diff	t
West Jr.	20	364.125	390.562	-26.437	-2.27
Vernal Jr.	24	372.625	402.225	-29.600	-2.62
Uintah High	39	367.333	391.000	-23.667	-2.11

Students in secondary schools demonstrated an increased positive attitude toward work. Students in elementary schools demonstrated an increased attitude and ability to analyze different aspects of the world of work.

Hypothesis 6

Students, teachers and parents will demonstrate increased positive attitudes toward the career education program.

Professional Staff Survey

Teachers involved in the program at the three school levels were administered questionnaires that requested basic information, degree of career awareness that students should possess in grades 6, 9 and 11, and degree of career participation or opportunity that students should experience in grades 6, 9 and 11. At the elementary school level, 48 female and 27 male teachers completed questionnaires. Twenty six teachers returned questionnaires in the middle school and 15 high school teachers completed the survey.

All the teachers were asked if the school district had identified career education as a priority goal. Of the total only four teachers indicated a no to this question. Interestingly enough, the grade levels to which this priority was assigned, were not readily identifiable by the teachers. Teachers could check more than one grade level. As might be expected the teachers in each school level felt that their grades had a career education school priority. It may be noted, however, that only the middle school teachers perceived the grades of 7-9 being important for career education. Forty four percent of the responses indicated that all grades (K-12) were assigned priority emphasis for career education.

The teachers were also asked if they had held any job in a non-related school setting since graduation. This question was asked primarily to determine if teachers had enough variety in vocational experience to have meaningful career education discussions with students.

Seventy two of the respondents indicated that they had had non-school related job experiences since college graduation. Forty one of the respondents indicated a no to this question. Of this latter number, 27 of the 48 female teachers had not held other jobs, but teaching.

TABLE 23

Teacher Estimation of Grade Level Assigned as Career Education Priority

School Level	Grade Level K-3	4-6	7-9	10-12	K-12	No Resp.	TOTAL
Elem Male	4	8	1	1	11	2	27
Elem Female	12	11	1	12	25		61
Middle School	2	2	12	4	15		35
High School			1	4	10		15
Column Total	18	21	15	21	61	2	138
Percent	13.04	15.21	10.87	15.21	44.20	.01	

Part 1 of the questionnaire asked the teachers to indicate the degree of awareness that they felt the average student in grades 6, 9 and 11 should have about career education. The posttest asked this same information. The items in this section focused upon knowledge of parent occupations, and school trainings and its relationship to possible careers. Teachers could indicate the degree of desired awareness for each item by checking a response of very aware, somewhat aware, not aware and don't know.

It may be noted in Table 24 that the degree of awareness as represented in the form of pre- and posttest percentages rose for the very

TABLE 24

Teachers Perception of the Degree of Awareness
Students Possess about Career Education

Teacher Group		Sixth Grade				Ninth Grade				Eleventh Grade			
		** VA	SA	NA	DK	VA	SA	NA	DK	VA	SA	NA	DK
Elementary	Pre-	7.05*	41.12	35.48	14.11	11.98	38.95	27.34	21.72	24.72	45.69	8.24	21.35
	Post-	14.08	45.00	26.97	13.84	24.42	46.51	15.12	13.93	49.63	31.25	4.41	14.71
Junior High	Pre-	12.77	30.92	28.93	36.18	13.07	56.28	27.14	3.52	17.19	41.41	4.69	36.72
	Post-	14.63	39.84	30.89	14.63	30.99	54.23	11.27	3.52	65.08	26.98	3.97	3.97
Senior High	Pre-	13.97	19.38	25.81	40.86	20.00	35.00	20.00	25.00	34.40	53.60	9.60	2.40
	Post-	14.63	39.84	30.89	14.63	30.99	54.73	11.27	3.52	65.08	26.98	3.97	3.97

*All figures expressed as percentages
**VA = Very Aware
SA = Somewhat Aware
NA = Not Aware
DK = Don't Know

aware column. Of particular note was at the eleventh grade level where secondary teachers jumped from 17.19 percent on the pretest to 65.08 percent on the posttest. Practically all checks in the somewhat aware column showed percentage increases too. In many instances the don't know column was reflective of teacher gain in knowledge about the awareness of students. Junior and senior high students became very aware of what students are learning about career education in the sixth grade. Likewise at the eleventh grade level 36.72 percent of the teachers on the pretest reported they didn't know student awareness about career education. On the posttest this percentage had dropped to 3.97 percent. In essence, the figure in this table would indicate that teachers became more aware of career education efforts by other teachers in the school district and that the teachers themselves were supplying more knowledge to students regarding the various aspects of career education.

Part II of the questionnaire asked the teachers to indicate the degree of participation or opportunity the average student in grades 6, 9 and 11 have to learn about careers. The items presented in this section required the teachers to consider opportunity that students might have in the classroom to hear speakers (resource), take field trips, read career materials, explore job sites and receive career counseling. Pre- and posttest percentages were calculated for each grade level to determine if knowledge of student participation would change.

As may be observed in Table 25 percentage figures showed a substantial change from pre- to posttest scores at the secondary levels. Interestingly enough, 60.95 percent of the responses of the high school teachers on the pretest for grade nine marked a don't know response. The posttest recorded only 11.93 percent of the teachers indicating that

TABLE 25

Teacher Perception of the Degree of Participation
or Opportunity Students Have in Learning About Careers

Teacher Group	*	Sixth Grade 1	2	3	DK	Ninth Grade 1	2	3	DK	Eleventh Grade 1	2	3	DK
Elementary	Pre-	4.42	33.33	40.48	21.76	2.55	22.66	16.71	58.07	12.43	23.96	7.10	56.51
	Post-	11.68	34.26	29.70	24.36	2.88	50.26	7.85	39.00	18.45	29.62	7.69	44.23
Junior High	Pre-	7.10	28.99	26.63	37.28	9.30	51.16	34.42	5.12	15.67	35.07	18.66	30.60
	Post-	13.21	35.86	30.82	20.13	18.18	55.11	14.77	11.93	42.95	44.97	6.71	5.37
Senior High	Pre-	.93	15.74	12.96	70.37	.95	24.76	13.33	60.95	30.20	46.98	16.78	6.04
	Post-	13.21	35.85	30.82	20.13	18.18	55.11	14.77	11.93	42.95	44.97	6.71	5.37

* The numbers for each column of percentages represented the following:
1 = a great deal
2 = some
3 = hardly any or none
DK = don't know

they didn't know. In most instances, the teachers increased knowledge of participation of students in career education activities indicated that participation was taking place during the school year.

Additional questions asked of teachers regarding career education were as follows:

1. "Which of the following career education activities would you be interested in participating in?"

Five categories were presented for teacher choice. Taking coursework for college credit was the most desired item, followed by inservice programs outside of school hours for recertification credit and assisting in a career fair or career day. The information gained from the teacher responses as a result of the test administration in October may be found in Table 26.

TABLE 26

Career Education Activities Preferred by Teachers

Activities	TEACHERS			TOTAL
	Elementary	Junior High	Senior High	
Coursework for College Credit	34	11	5	50
Inservice Programs Outside of School for Recertification	27	10	6	43
Workshops after School Without Credits	1	1	2	4
Assisting in a Career Fair or Career Day	15	10	5	30
Preparing Lists of Local Resources for Classroom Utilization	11	5	4	20

A posttest in May regarding this same question revealed approximately the same results. However, more of the teachers expressed a desire to prepare lists of local resources for classroom utilization.

2. "Do you know the procedures you should follow in enlisting the aid of local business or government persons in working with your classes?"

On the pretest administered in October, 32 of the teachers reported that they knew the procedures while 26 teachers indicated that they did not. On the posttest 31 teachers indicated that they knew the procedure and only 11 reported that they did not. The difference in number of teachers from the pre- to the posttest is a result of difficulty of test administration due to teachers being occupied with other tasks and unable to complete the instrument. In general, the number of teachers who knew how to enlist the aid of out-of-school people to work in the classroom grew. The change was greater at the secondary school level than at the elementary level. Table 27 reports this data.

TABLE 27

Teacher Knowledge of Procedures Necessary for Enlisting Classroom Speakers

Response	Elementary Teachers (Pre)		(Post)		Junior High (Pre)		(Post)		Senior High (Pre)		(Post)	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes	18	62.07	18	69.23	6	33.33	*13	81.25	11	68.75	13	81.25
No	11	37.93	8	30.77	12	66.67	3	18.75	5	31.25	3	18.75
TOTAL	29	100	26	100	18	100	16	100	16	100	16	100

* Posttest figures for Junior and Senior high schools are similar because teachers did not indicate secondary school assignment on the questionnaire

3. "What is your estimate of the preparation you have been provided in career education?"

Teachers had four responses for this question ranking from appropriate and complete to no participation in activities. On the pretest, 55 of the teachers or approximately 53 percent of the teachers indicated career education activities had been appropriate and helpful. The rest of the teachers indicated inadequate career education training. Interestingly enough, more of the high school teachers felt their training to be adequate than the other grades. This may be due to the number of vocational teachers at the high school level and the number of terminal subjects being taught. See Table 28 for this information.

On the posttest (Table 29) it may be noted that knowledge of career education improved substantially from the pre- to posttest measurement. Posttest results displayed 72.06 percent of the teachers indicating career education preparation to be helpful. This figure represents an increase of 20 percent in teacher career knowledge. The growth was noted at the elementary and junior high levels while the high school group remained relatively stationary in comparing the pre- and posttest scores.

TABLE 28

Teacher Estimation of Career Education Knowledge
Before Career Education Program

Response	Elem Tchrs	Junior High	Senior High	TOTAL
It has been appropriate and complete	9 (13.64)	5 (20.83)	2 (14.29)	16 (15.38)
It has been helpful to me	25 (37.88)	7 (29.17)	7 (50.00)	39 (37.50)
It has been inadequate for my teaching plans	21 (31.82)	7 (29.17)	3 (21.43)	31 (29.81)
I have not participated in career education activities	11 (16.67)	5 (20.83)	2 (14.29)	18 (17.31)
TOTAL	66	24	14	104

TABLE 29

Teacher Estimation of Career Education Knowledge
After Career Education Program

Response	Elem Tchrs	Junior High	Senior High	TOTAL
It has been appropriate and complete	10 (20.00)	*2 (11.11)	2 (11.11)	12 (17.65)
It has been helpful to me	27 (54.00)	10 (55.56)	10 (55.56)	37 (54.41)
It has been inadequate for my teaching plans	10 (20.00)	5 (27.78)	5 (27.78)	15 (22.06)
I have not participated in career education activities	3 (6.00)	1 (5.56)	1 (5.56)	4 (5.88)
TOTAL	50	18	18	68

* Junior and senior high columns are the same because secondary teacher responses were not distinguished by grade level

4. "Do you think that career related school activites are effective in teaching communication and computational skills?"

On the pretest, 39 percent of the teachers reported yes and 46 percent said yes with limitations. On the posttest, 51 percent said yes and 40 percent said yes with limitations. Posttest results showed that less than 10 percent felt that communication and computational skills were not a part of career education activities. These figures are reported in Table 30.

TABLE 30

Teacher Estimation of Career Activities Enhancing the Teaching of Communication and Computational Skills

Response	Elementary		Junior		Senior		TOTAL			
	Pre	Post	Pre	Post	Pre	Post	Pre #	Pre %	Post #	Post %
Yes	25	27	8	*9	6	9	39	39.39	36	51.43
No	9	5	3	1	2	1	14	14.14	6	8.57
Yes, with Limitations	26	20	12	8	8	8	46	46.46	28	40.00
TOTAL	60	52	23	18	16	18	99		70	

*Junior and Senior high school columns are similar because secondary teachers did not indicate school level

5. "What kinds of assistance to you feel you need in implementing career education more fully in your classroom?"

(Only those responses on the posttest are recorded. It was felt that their responses would be more useful for future planning and inservice than the comments on the pretest. Also pretest comments were used to improve program during the school year).

(1) More career day type activities are needed.

(2) I need to know what may be offered to teachers.

(3) I need examples of how it really fits into my subject matter as an English teacher. (other than the communication skills that are used on the job).

(4) I am not convinced kids care about it--the junior high kids who came to high school (our 10th grade) just moan at the mention of career education.

(5) People who could assist in helping children who are classified as special education students with respect to careers and training that will be useful to them. (not lots of bookwork, but actual practical experience).

(6) Career ed center open before and after school. Many times career ed is material to work on when assignments are completed, enrichment. The students need access other than classroom time.

(7) Too intricate and involved to discuss at this time--

(8) More man (women) power help by someone knowledgeable to help teachers.

(9) Time and help.

(10) Time.

(11) Ideas for correlating class work with careers

Elementary Teacher Comments

(1) A list of resource people and places that you can take a class. And more time in a school day to get everything done.

(2) I need to have an awareness of available resource people to come into the school and talk with the children.

(3) Need more time.

(4) Time? Between min. comps. and CAT Threats we might be able to teach if time is permitted.

(5) More resource books more books for children to read (lower grade levels).

(6) More access to the trailer.

(7) Someone to contact outside sources to come to the classrom and have a resource file to pull from.

(8) A list of whom to call.

(9) The trailer was very helpful.

(10) Career trailer all year!

(11) Resource file--list of people who could come and talk and share their careers.

(12) Trailer available

(13) What help have we been given this year except for the career trailer

(14) Time and a more knowledgeable and motivated staff so grade level and school can work together--more information on mini-societies and classroom government.

(15) Don't need anymore activities. Just need more time for the Basics.

(16) More time.

(17) We introduce and cover so much reading, spelling, and Math in First Grade that we really don't have time for many career ed. activities. Our problem is "lack of time."

(18) I feel career ed should not begin as such until 8th grade but that learning experiences such as field trips and the career edn trailer should be part of integrated learning techniques.

(19) Better access to materials like play money, carpentry tools, mechanical tools, art supplies, etc. More time and money allowed for field trips.

(20) Resourse help from the district office.

(21) I feel there is a need for students to get a more realistic view of the world of work--what is expect of the employee both good and bad.

Teacher District Committee Report

The teachers serving on the Career Education District Committee were asked to keep a record of their efforts to build career education in their respectively assigned schools. The following questions were asked these staff members.

1. List the approximate number of Career Education activities you have had in your own classroom this year.

2. How many community resource people have you invited into your classroom to this date?

3. How many times have you utilized the services of the Career Education Aides or the Career Centers for any program this year?

4. Do you feel your school is more Career oriented now than at the beginning of the year?

5. Estimate approximately the number of hours you have spent in working on the District Career Education Committee so far this year in hours.

6. Was the elementary Career Education trailer effectively used while at your school?

7. Approximately how many teachers in your school have you contacted or talked to about the Career Education Program, either formally or informally?

8. Did you work out a utilization schedule for the Career Center for your school?(either the mobile or permanent center)

9. Are you knowledgeable concerning the curriculum materials available for teaching Career Education in your own teaching area?

10. Have you had any public relations endeavors for your school this year? (Newspaper articles, letters to parents, P.T.A., etc.)

11. Do you feel the District Career Education Committee served a useful purpose? Should the committee continue, even without funding? If so, would you be willing to serve next year?

A Summary of the information gained from these questions is found in Table 31.

TABLE 31

Uintah School District Career Education Committee Report

School	1	2	3	4	5	6	7	8	9	10	11
Ashley	15	3	2	yes	60-80	yes	20	no	somewhat	yes	yes
Central	30	25	Wkly	yes	25	yes	15	yes	partially	yes	yes
Maeser	10	8	4	yes	40	yes	22	yes	yes	yes	yes
Naples	20	11	Daily	yes	30	yes	21	yes	yes	yes	yes
Todd	4	2	2	yes	25	yes	20	yes	yes	yes	yes
Vernal	3	3	2	yes	40	N/A	40	no	yes	yes	
West (Principal)	5	10	Daily	yes	25	no	17	yes	yes	yes	
Uintah High (Counselor)	6	N/A	6-8	yes	30	N/A	32	yes	yes	to some extent	yes

In addition, the committee members were asked to indicate three activities that they had initiated, conducted or completed to build career education in their school or classrooms. These items are summarized in list form following on the next page.

(1) Teach F.L. classes using infusion materials

(2) Got C.E. Center and Aide functioning

(3) Organized Advisement-Career period

(4) Helped instigate "The One and Only Me" program in the 1st -3rd grades

(5) Worked on Career Committee

(6) Helped scheduled trailers--made surveys, etc.

(7) Pioneered the use of the Career Trailer

(8) Talked about the use of World of Work Units

(9) Helped with district testing and gathered district information sheets.

(10) Classroom unit with sophomores on career preparation, educational planning, and high school course planning.

(11) Orienting all students to the career center, promote faculty use of center.

(12) Student job placement in co-operation with employers and Job Service.

(13) Encouraged Teachers in Work in Careers

(14) Taught units to my children

(15) Scheduled the Trailer

(16) Held faculty workshops to build Career Education

(17) Worked closely with Principal to effect Career Education

(18) Held three career oriented class exploration sessions

(19) Monetary system in 6th grade

(20) Committee representative for school

(21) Write articles for newsletter

Community Survey

A career education questionnaire was developed to ascertain citizen attitude regarding the degree to which students should be aware of particular career elements. The citizens were asked to review specific career items and for the grades 6, 9 and 11, to indicate the degree of awareness students should have for each item. One hundred people were selected from the population area. Individuals were contacted by randomly selecting names in the local phone books. These people were then contacted by phone to determine if they would be willing to complete a questionnaire.

A total of 100 questionnaires were sent through the mail to the community participants. Ninety three persons completed the questionnaire and returned it by mail. Of this number, sixty four were female and twenty nine were males. As the questionnaires were sent primarily to family dwellings, a choice was given to the answering person as to which spouse would complete the questionnaire. Eighty one respondents were parents with children presently attending one of the schools in the district.

The questionnaires were distributed December, 1978 and all returns were received by the end of January, 1979. Follow-up calls were made to those who delayed return of the questionnaires.

In order to determine community knowledge of school district goals, particularly those that relate to career education, the respondents were asked to indicate if the school district had identified career education as a priority goal. Career education was acknowledged as a priority goal by 45 (48 percent) of the respondents. However, 42 or 45 percent reported that they did not know if career education was a priority goal. Six of the respondents reported that career education was not a priority goal.

TABLE 32

Community Indication of Degree of Awareness that Sixth Grade Students Should Have in Career Education

Item	Very Aware #	Very Aware %	Somewhat Aware #	Somewhat Aware %	Not Aware #	Not Aware %	Don't Know #	Don't Know %	No Response #	No Response %	TOTAL
Knowledge of where parent(s) is/are employed.	76	82	15	16	2	2	0	0	0		93
Knowledge of what kind of job parent(s) holds/hold.	43	46	43	46	6	6	1	1	0		93
Possible career choices.	4	4	43	46	38	40	8	10	0		93
Abilities and interests in relationship to school subjects.	7	8	23	25	56	62	5	5	2	2.19	91
What courses they will need for possible future career.	2	2	17	19	63	70	8	9	3		90
Years of schooling or training required for possible future career.	2	2	17	19	60	66	12	13	2	2.19	91
Relationship of abilities and interests for possible career choice.	2	2	16	18	59	66	13	14	3	3.33	90
Where to find career materials at their school.	10	11	11	12	48	45	27	29	0		93
Who to see at their school for career information.	4	4	18	20	38	43	33	29	4	4.49	89
TOTAL	150		203		367		103		14		837
PERCENTAGE		17.92		24.25		43.85		12.31		1.67	

TABLE 33

Community Indication of Degree of Awareness
That Ninth Grade Students Should Have in Career Education

Item	Very Aware		Somewhat Aware		Not Aware		Don't Know		No Response		TOTAL
	#	%	#	%	#	%	#	%	#	%	
Knowledge of where parents(s) is/are employed.	79	92	3	4	2	2	2	2	7	7.53	93
Knowledge of what kind of job parent(s) holds/hold.	54	60	31	35	0	0	4	5	4	4.30	93
Possible career choices.	4	5	49	58	25	29	7	8	8	8.60	93
Abilities and interests in relationships to school subjects.	2	2	41	49	30	36	10	12	10	10.75	93
What courses they will need for possible future career.	3	4	41	48	35	41	6	7	8	8.60	93
Years of schooling or training required for possible future career.	2	2	42	51	33	40	6	7	10	10.75	93
Relationship of abilities and interests for possible career choice.	2	2	36	43	33	40	12	15	10	10.75	93
Where to find career materials at their school.	9	11	29	34	28	33	20	23	7	7.53	93
Who to see at their school for career information.	9	11	32	38	25	29	19	22	8	8.60	93
TOTAL	164		304		211		86		72		837
PERCENTAGE		19.59		36.32		25.21		10.27		8.60	

TABLE 34

Community Indication of Degree of Awareness
That Eleventh Grade Students Should Have in Career Education

Item	Very Aware #	Very Aware %	Somewhat Aware #	Somewhat Aware %	Not Aware #	Not Aware %	Don't Know #	Don't Know %	No Response #	No Response %	TOTAL
Knowledge of where parents(s) is/are employed.	80	94	1	1	2	2.5	2	2.5	--	--	85
Knowledge of what kind of job parent(s) holds/hold.	65	75	19	22	0	0	3	3	--	--	87
Possible career choices.	26	31	43	52	7	8	7	8	--	--	83
Abilities and interests in relationships to school subjects.	12	15	43	54	14	18	11	14	--	--	80
What courses they will need for possible future career.	21	26	38	48	12	15	11	9	--	--	82
Years of schooling or training required for possible future career.	32	36	37	42	11	12	10	9	--	--	90
Relationship of abilities and interests for possible career choice.	21	24	42	48	15	17	10	11	--	--	88
Where to find career materials at their school.	37	40	26	28	11	12	18	20	--	--	92
Who to see at their school for career information.	36	41	28	32	4	5	19	22	--	--	87
TOTAL	330		270		76		91		--	--	774
PERCENTAGE		42.64		35.79		9.82		11.76			

TABLE 35

Degree of Participation: Sixth Grade

Item	Great Deal		Some		Hardly Any or None		Do Not Know		TOTAL
	%	#	%	#	%	#	%	#	#
Resource speakers who talk about careers.	6	5	31	27	44	39	19	17	88
Field trips to learn about careers.	10	9	34	29	37	32	19	16	86
Having teachers describe the relationship of school subjects or skills to future careers.	6	5	42	37	32	38	20	18	88
Access to a wide variety of career education materials.	9	8	30	26	25	22	36	32	88
Opportunities for paid and unpaid work experiences in areas related to future careers.	NA		NA		NA		NA		NA
Opportunities for career counseling.	NA		NA		NA		NA		NA
Curriculum offerings for the college-bound student.	NA		NA		NA		NA		NA
Curriculum offerings for the non college-bound student.	NA		NA		NA		NA		NA
Opportunities for job-entry training.	NA		NA		NA		NA		NA
Getting parents involved in course selection toward a student's career goals.	NA		NA		NA		NA		NA

TABLE 36

Degree of Participation: Ninth Grade

Item	Great Deal		Some		Hardly Any or None		Do Not Know		TOTAL
	%	#	%	#	%	#	%	#	#
Resource speakers who talk about careers.	3	3	34	32	31	29	31	29	93
Field trips to learn about careers.	4	3	23	19	42	35	32	27	84
Having teachers describe the relationship of school subjects or skills to future careers.	3	3	45	39	33	28	19	16	86
Access to a wide variety of career education materials.	12	10	33	27	22	18	34	28	83
Opportunities for paid and unpaid work experiences in areas related to future careers.	13	11	43	35	31	25	13	11	82
Opportunities for career counseling.	12	10	46	38	35	29	6	5	82
Curriculum offerings for the college-bound student.	13	11	42	35	33	28	12	10	84
Curriculum offerings for the non college-bound student.	15	13	29	25	44	37	12	10	85
Opportunities for job-entry training.	9	5	18	16	56	51	19	17	89
Getting parents involved in course selection toward a student's career goals.	5	4	19	16	57	47	19	16	83

TABLE 37

Degree of Participation: Eleventh Grade

Item	Great Deal		Some		Hardly Any or None		Do Not Know		TOTAL
	%	#	%	#	%	#	%	#	#
Resource speakers who talk about careers.	8	42	42	40	14	12	31	27	86
Field trips to learn about careers.	2	2	25	22	42	37	31	28	89
Having teachers describe the relationship of school subjects or skills to future careers.	16	13	40	33	21	17	23	19	82
Access to a wide variety of career education materials.	28	26	36	33	10	9	26	24	92
Opportunities for paid and unpaid work experiences in areas related to future careers.	33	27	44	36	10	8	12	10	81
Opportunities for career counseling.	27	22	57	46	6	5	10	8	81
Curriculum offerings for the college-bound student.	35	30	49	42	6	5	9	8	85
Curriculum offerings for the non college-bound student.	24	21	54	46	13	11	9	8	86
Opportunities for job-entry training.	18	16	37	32	24	21	21	18	87
Getting parents involved in course selection toward a student's career goals.	11	10	19	17	50	44	19	17	88

The balance of the questionnaire was divided into two sections. The first section asked the respondents to indicate the degree of awareness they felt the average students in grades 6, 9 and 11 had about career education. This information is reported in Tables 32-34 by grade level.

As might be expected, the respondents felt that awareness should increase as students advanced in school. Interestingly enough, a number of respondents indicated that they did not know how aware 11th grade students should be or they felt no awareness was necessary. Twenty nine individuals felt that locating career materials at their school was not necessary or they just didn't know if it should be important. Twenty five felt the same way about the relationship of abilities and interests for possible career choice.

Most of the respondents felt strongly that students should know where their parents work and what t. ey do. These two items, however, are not learned at school whereas items three through nine are school directed items.

Part II of the questionnaire requested the patrons to indicate the degree of participation or opportunity that the average student in grades 6, 9 and 11 should have. The ten items in this section relate directly to classroom related activities. Items 14-19 involving work experience training were not applicable to the sixth grade and is so marked in Table 35. Tables 35-37 contain the list of items and patron response for grades 6, 9 and 11. It is evident in looking at the data that many parents are not aware of career education programs and thus, checked that category.

The item, getting parents involved in course selection toward a student's career goals, was not seen as very important by the community respondents. Tables 35, 36 and 37 are included to indicate the percentages of respondent choice for each item. As may be seen, a sizable percentage of the parents do not know what experiences the students should have during school.

Summary. Career education is normally thought of as a desirable experience for school age children. The analysis of the data from the questionnaire appears to indicate that parents need more information about career education and its impace on the school system. As a number of the career education activities in the school district during the year involved parents, a current update of community career education knowledge may provide a more positive picture.

13. DISSEMINATION ACTIVITIES

During the project year the following dissemination efforts have occurred:

1) An informational presentation has been given the Chamber of Commerce Board of Directors, the Chamber Educational Committee, and the membership of the Chamber at a general meeting.

2) Local Parent-Teacher Association meetings at several of the schools to meet with parents and interested citizens to explain the project and the activities that were occurring.

3) A presentation on the Project goals and objectives to the Business and Professional Women's Association in Vernal.

4) A presentation on the Total Project development and progress at a Statewide Conference on Career Education and Free Enterprise held in Salt Lake City for educators and business persons from throughout the state of Utah.

5) To date, the project personnel have responded to approximately nineteen different requests from various areas of the country for information concerning this Career Education Project.

6) Numerous articles have been published in the local and state newspapers concerning Career Education activities that have occurred throughout the district during the past six month period. Copies of some of these articles are included with this report in the appendix.

7) News media coverage in the form of radio and television, on various activities, including Career Day, Career Fairs, Career Folk Festival, etc. Also one fifteen minute radio program on the local station featured the Career Program in a question and asnwer format with phone calls being received from the listening audience and answered over the air.

8) Displays on Career Education were set up in halls and visible areas for parents to view when they visited schools on Parent-Teacher Conference Days.

14. SPECIAL ACTIVITIES

Several activities have been held during the past year that have added greatly to the impact of the project including projects in Career Education for the handicapped. These will be described in this section. The junior high science program for seventh graders had been studying weather and careers in meteorology. Several seventh graders had formed a club and a weather reporting station. They made a request for assistance from the Career Education program to talk with a meteorologist. Prompted by their request, Career Education Personnel contacted the weather department of the television station in Salt Lake City, and were fortunate enough to secure the services of the "star" of the weather news to travel to Vernal to speak at an assembly for all seventh grade students. The students were very impressed to see and hear a television personality describing his

profession and as a result of the visit the meteorology club is booming and interest in the profession is high among the students who participated. A second major project was undertaken by one of the elementary schools to develop a Career Folk Fair on a full scale with all grades and classes and many community persons participating. Students spent several months in classes studying about careers of the past and how they contrast with the same occupations of today. Things as diverse as farming, mining, butter making, bee keeping, leather work, drug stores, mercantiles, post office, manufacturing, even schools, were included in the studies. The final culmination of the activity was a large fair held throughout the school for two days in which the students displayed their products and the learning projects in which they had participated. For further information, see one of the attached news articles in the Appendix.

Another worthwhile activity for the project was the special night in which the Career Education Personnel hosted the Board of Education and their families in a "Cooking with Career Education" night. The Career Education Personnel prepared dinner for the board members and their families, a total of 35 persons in all, and used the opportunity to explain and demonstrate the Career Education project to them at this time. The families ranged in age from four to ?? and after dinner and a brief overview of the project they participated as family groups in several simulated Career Education exercises using some of the Project Discovery Materials. Parents were pleased to see how much their children could do and the enthusiasm of the children was catching to the adults present. This activity was held in the Mobile Elementary Career Center, and the evening was completed by a slide presentation giving the board members a view of the Career Education Program that is currently ongoing in the district.

In the effort to work with the student with handicaps in Career Education, many activities have been successfully completed. The prime target for

this work has been a group of 48 emotionally disturbed and mentally retarded from the Learning Center for Handicapped students. The students are each given three periods of Career Education each week by a teacher who is specially trained and assigned to teach this area. The students started by a focus on self; their interests, talents and abilities, however limited they may be. The parents of most of the students in the group have talked to the classes for a short period on their work and what they do and the students are now in a continuing process of visiting the place of work of each of the parents, whenever that is feasible. Many other careers have also been studied, such as bakery, oil field work, and grocery store, and the students have had simulated experiences in each of these areas as well as field trips. As the students learn about different careers, they add information in the form of activities to a cumulative book they are each forming called "My Career Book". This will not be completed until the end of the year and continues to grow with each career studied. If it is not feasible to take the students to the site of the work for safety or other reasons, an attempt has been made to bring the work to the students. Recently a large pumpking truck was brought to the school and the operator demonstrated to the students how oil is pumped (or forced) from the ground through the means of water injection using the truck.

For students to learn the various jobs available in the grocery store, one of the large local stores donated a large cash register, computer check out system, and personnel to help train the staff in how to use the equipment. A mock simulated store has been set up in one room at the Learning Center for students to learn how to mark merchandise, how to set up a display, how to stock shelves, how to check the groceries, and how to properly bag the groceries. As part of this unit the students were also taught how to cash a check and how to count change.

In the proposal for the handicapped students, one objective was for each student to be able to describe the job of his/her parent by December 1978. This objective has been reached as each student told either the teacher or the class about the parent's occupations.

Students with handicaps who are not attending the Learning Center but are mainstreamed into the regular school program have had many special Career Education Activities for them also. Students at the junior high school in special education have had one period a week of the class time devoted to special activities. One of these was studying all the careers associated with airports, with the final culminating activity being a day long bus trip, 180 miles to the Salt Lake City Airport and being able to see and interview all the workers behind the scenes. These occupations ranged from custodial, to control tower, to catering, to the shops, to flight personnel. Students were amazed at the number and variety of work necessary to keep a large airport functioning. For some of the students this was their first trip out of this immediate area to an urban setting. These students have also been able to use the Khan Du videotapes and the student workbooks and the materials have been very successful with this age group.

Many students in the elementary schools were shown the Khan Du videotapes through the media centers and their reactions discussed by the classroom teachers of the students involved. It was felt that this is a very effective tool for helping students to understand a person with handicaps and raise the awareness level of the 'normal' student. Teachers and media directors both agreed that the films were more effective with grades 4-6 and some of the younger students had difficulty understanding some of the concepts portrayed.

Other special activities have been held for the American Indian students that comprise the majority of students in two of the district's schools.

As most of these students live on the Ute Indian Reservation, many of them have limited exposure to various careers and this has been an area of prime focus for project personnel in this area. Included in the Appendix sheets are a brief summary of some of the programs that have been presented to these students in the past year.

ABSTRACT

1. Project Number: Utah 554AH80131
2. Grant Number: G0078C0026
3. Nature of Report: Final

4. Project Title: Comprehensive Career Education Program
5. Period Covered by Report: Aug. 1, 1978 to July 31, 1979

6. Category of Project: Incremental Improvements in K-12 Career Education

7. Project Director; Colleen Colton
8. Grantee/Assistance Contractor Institution
Uintah School District
635 West 200 South
Vernal, Utah 84078
801-789-0020

The proposed program as outlined and completed attempted to plan, develop and implement a comprehensive community-involvement career education program for grades K-12 in the Uintah School District, which has approximately 5000 students in a remote, rural setting. The program involved six major components, all interfacing with one another:

1. A detailed needs assessment of students, teachers, and parents was completed for Career Education. After analyzing the results, a comprehensive Career Education Curriculum outline was developed K-12 by the District Committee.

2. A program of staff inservice was developed and completed.

3. The successful development and implementation of a Career Awareness program for the elementary schools, including the procuring, equiping and staffing of a mobile trailer to serve as Career Resource center for all elementary schools. The Mobile trailer provided a range of hands-on activities and simulated experiences for the elementary students, and was the core of the elementary program.

4. The development and implementation of a Career Exploration, knowledge, and preparation program in the secondary schools.

5. Development of some unique career curriculum materials to fit local needs, including some Indian Career Education Activities.

6. A program of school-community partnerships in which the community was totally involved in all phases of the career education project, including the Chamber of Commerce and many businesses that participated in local high school sponsored Career fairs, career days, etc.

Students who desired to participate in on-the-job experiences in a cooperative program, shadowing, or internships were provided that opportunity through a partnership of business and community resources. Students who identified career choices that were not available for on-the-job exploration in our rural community were able to travel to the industrial areas of Salt Lake City in small groups for placement through the federaliy funded BICEP program for exposure to on-site work in a shadowing type situation.

The evaluation design for the project was a pre-post criterion referenced test design utilizing both product and process evaluations. Overall, the third party evaluations concluded that the Uintah Career Education Program met the established objectives, improved the curricula of the district, and helped students become more aware of career education and better prepared for the world of work.

APPENDIXES

APPENDIX A

UINTAH SCHOOL DISTRICT

RECIPE FOR CAREER EDUCATION

by Dr. Colleen Colton

INGREDIENTS

1 Set Goals & Objectives
Dozens Hardworking Teachers
Sufficient Materials
Large Amounts Community Involvement
1 Portion Administrative Support
Few Exceptionally Good Aides
Dashes of Enthusiasm

PROCEDURE

Carefully put together one set of goals and objectives until well done. Blend together dozens of hardworking, interested teachers with sufficient amounts of appropriate materials. Stir in large amounts of community involvement. Use a strong base of administrative support to hold ingredients together. Sprinkle with generous dashes of enthusiasm to season. Add aides as leavening; let entire mixture rise to the top of educational programs. Serve generous amounts warmly to students with love and care.

APPENDIX B

Members of the District Career Education Committee

Peggy Ence	Naples Elementary
Myrtle Cook	Todd Elementary
Arvid Oakley	Ashley Elementary
Dennis Spackman	Central Elementary
Jana Kunz	Maeser Elementary
Gene Kirk	Vernal Jr. High
Chad Orton	Uintah High School
Dan Good	West Jr. High

Advisors

Nadette Bishop	Elementary
Pamela Lenhart	Elementary
Jenifer Decker	Secondary
Glenda Brown	Secondary
Colleen Colton	Chairperson

APPENDIX C

Role Description for

District Career Education Committee

1. To serve as the expert and liason for your school.
2. Organize a Career Education Committee in the individual schools.
3. Coordinating contact person for the Career Education advisor.
4. Construct a Career Education curriculum outline for each grade.
5. Develop behavioral objectives for each content area.
6. Develop and administer needs assessment for students, teachers, and parents.
7. Help determine inservice needs and develop plans of inservice.
8. Advisor to District Program.
9. Secondary members: Help distribute informational materials to all teachers.

APPENDIX D

SPECIAL CULTURAL PROGRAMS AND SPEAKERS ORGANIZED
FOR THE AMERICAN INDIAN STUDENTS AT TODD ELEMENTARY
AND WEST JUNIOR HIGH SCHOOL

1. One of the first programs at Todd Elementary was a presentation by Amy from Amy's Floral. Amy told the group of students at Todd about flowers and ferns and made a flower arrangement for the students. One of the nice things about having the grade school and the Junior High adjacent is that speakers can go to both schools in one visit. Amy then visited a girl's home economics class and the girls in the class were able to make a corsage for themselves.

2. Mike McKee, from KNEU, the radio station in Roosevelt, Utah came to Todd and told a large group (250 students) about his work. Mr. McKee let several students talk over the radio.

3. One of the most terrifying aspects of inviting people to the school is waiting to see if they show up. Mr. Embleton of the Roosevelt City Police was late in arriving and explained to the students that if he made such a mistake on a court day, and did not show up in court, the person who was on trial, irregardless of whether he was guilty or not, would be released because the officer was not there to testify.

4. Recently we had a computor purchased for our school. This has created a lot of interest in the computors that are used locally. Several math students took a trip to First Security Bank where they not only were given a tour of the bank, but were shown the computor that is used by the bank to store the large amounts of information that a bank needs. The person showed us the bank and the computor and spent some time explaining the jobs that are available at their bank.

5. In studying a class on Food Services, the class happens to be entirely boys, Ms. Latham, our Home Economics teacher, requested that her students be allowed to go to several restaurants to see the difference in the ways food is prepared and served. We took them to the Ute Bottle Hollow Restaurant and the Cow Palace. We live in a unique area that is centered around the Ute Reservation. Bottle Hollow is run by the Ute Tribe and as such shows Indian preference in hiring. At the Cow Palace the students were told that although a high school diploma was not mandatory, it was preferred and attitude and desire to work was important.

6. In our art class we had several guests that earn their living in the crafts. David Boender is a local photographer that was one of the best speakers that we have had to West Junior High. He brought examples of his work and talked about how he first started as a photographer in his spare time and gradually worked up to taking pictures full time. The photography class also sat in on this lecture.

7. Another trip was planned for those in the computor classes, this trip involved two stops, one to Moon Lake Electric Company and one to Job Service. Both use computors, however, the machine at Job Service simply relays information that is stored in a computor in Salt Lake and the computor at Moon Lake does everything including making a Snoopy Calendar for the students to take home. The computor drew a picture of Snoopy on the top of the paper with the bottom being a calendar.

8. The University of Utah sent Marge Edwards out to our school. Ms. Edwards works in the Social Work Division and is involved in a

program to encourage native Indians to become Social Workers. She presented a slide program showing Indians from our area who have become Social workers.

9. The only tannery in our area is owned and operated by the Ute Tribe. Several of our clothing classes visited the tannery and learned of the jobs that are available there. Also located at this business is the only sewing business in the Uintah Basin.

10. The Craft Shop located at Ft. Duchesne is another enterprise of the Ute Tribe. Ms. Bolton's Art class visited the Craft Shop to investigate careers that involve art work.

11. The manager of Ute Lab came to both Todd School and West Junior High and spoke about the needs of qualified technicians at this business. He showed several chemical reactions that quite impressed our students even though they are not used on his job at this time. He told about the length of time it takes to become a technician as compared to a chemist.

12. One of the main programs that we have had that has benefited our Indian students was a five part program that involved the Education Department of the Ute Tribe. We had five speakers that started with the Head of the Education Department and then went on to involve two personnel managers for the tribe, plus the Head of the Bureau of Indian Affairs, and concluded with the only woman member of the Business Committee, the governing body of the Ute Tribe. These people spoke of the need of educated Indians and the number of jobs now being filled by white people that could be held by Indians if the Indian students would stay in school and get an education.

13. On February 21 the Career Education Department of West Junior High had a Career Program that involved three separate lectures. Fourteen individuals from the surrounding area were invited to talk to our students about their jobs, about their working conditions and answer any questions that the students might have. Among these guests are: the mechanic instructor from the Vocational Center in Roosevelt, a social worker, a body shop owner, a secretary and several others.

14. A Family Relations Class, studying about child care, spent part of the day at a Head Start Class and a Day Care Center. They observed the children and later thought of ways they could plan a party for children in their class room.

15. Rose Miller, Social Worker, Career Education Program, spoke on jobs in counselling, alcoholic rehabilitation programs on February 21.

16. J. D. Smith, Principal of Todd School, spoke to the students on a variety of jobs, including police work, on Career Education Day.

17. Bessie Smith, Genevieve Lucero, Secretaries at the Bureau of Indian Affairs, spoke about telephone courtesy, secretarial skills and office work.

18. Garth Sorenson, teacher at the Uintah Basin Vocational Center, spoke to both boys and girls on the openings in the mechanical trades. As Union, the high school these students will attend, has a good vocational school, he spoke on the classes they should take to be able to go into the classes as sophomores.

19. Chris Bentley is an operations officer at Zions Bank. He talked about requirements of potential bank employees and the on-the-job training available at the bank.

20. Vera Dudley is a Probation Officer that works out of the Vernal Juvenile Office. She spoke specifically about her work and in general about the vast opportunities for women in today's world.

21. The beautician explained that a High School Diploma is not necessary to a beautician, but the science classes are more difficult than regular High School classes. She also explained the cost and some of the working conditions you must work under.

22. Although the majority of the students at West did not know what an executive director does before Mr. Leroy Shing spoke to them, they knew afterwards. Mr. Shing works directly under the Ute Tribe Business Committee, the governing body of the Ute Tribe.

23. Glenda Brown, Career Education Aide at West and Todd, explained her job to the students.

24. The Public Health Nurse spoke on all aspects of nursing, L.P's, registered nurses and nurses aides. She talked about the classes one should take in school and the pay scales.

25. The two gentlemen from Wildlife Resources talked about all aspects of wildlife control and how much training a modern wildlife resource control man has to have.

26. Carlin Cuch is a game warden for the Ute Tribe. He talked about the training he has had and spoke of the day-to-day work he performs.

27. The Criminal Investigator located at Ft. Duchesne spoke to the students at West about his job for the Federal Government. He spoke on the opportunities and advantages of working for the government.

28. Mr. Jackson is the Recreation Director for the City of Roosevelt. Many of the students were not aware of an occupation such as this even existed. He spoke on the training he has had and why he enjoys his job.

29. Mr. Clay Frandsen owns a body shop in Roosevelt, and talked about how he has to deal with the public and what he expects from his employees. It was hard for Mr. Frandsen to accept the fact that he had as many girls signed up for his class as boys, so maybe students and teacher learned.

APPENDIX E

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: MANUFACTURING SUBMITTED BY: Gayle Ferguson

SUGGESTED GRADE LEVEL: 1-6 especially native american students

CONCEPT: Tanning a hide

OBJECTIVE: It takes a skilled person to make good leather-to have good shoes-to make good saddles etc.

LEARNING ACTIVITY:

1) Tanning leather goes way back as far as time is recorded.
2) Unproper tanning of leather will make leather brittle.
3) Native Americans have tanned hides since they started hunting buffalce.
4) Have a resource speaker visit classroom and explain procedures of tanning.
5) Visit our local hide tannery at Fort Duchesne.
6) Inquire about where to take hides here in town, and cost of tanning a hide.
7) Have a Native American lady visit the classroom and show some bead work she has done on tanned leather.
8) Could also follow up with a visit from a local artist, Mr. Ferron Hacking who is expertly skilled in handling rawhide and have him show you how he makes bullwhips from rawhide.

SUGGESTED EVALUATION: (if any)

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Public Service SUBMITTED BY: Darcy Stewart

SUGGESTED GRADE LEVEL: Indian Youth 3-6

CONCEPT: There are a variety of occupations within a given occupational cluster.

OBJECTIVE: 1) Indian students will realize that there are many different occupations within their culture or tribe or community.
2) Reinforce alphabetizing skills.

LEARNING ACTIVITY: Alphabetize A Cluster

Put the names of occupations on cards for a certain cluster. Put the cluster on one side of the card and the occupation on the other side.
Example: Cluster- Indian Tribe
Occupations- Chief, Member of tribal council, Indian Education Chairman, etc.

The student would take each group of related occupation cards for the given cluster and alphabetize them using the first letter of the first word of the occupation. When the student had alphabetized the occupations, he would check his answers with an answer key, if working individually, or with the teacher.

SUGGESTED EVALUATION: (if any)

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Public Service / Fine Arts & Humanities SUBMITTED BY: Peggy Ence

SUGGESTED GRADE LEVEL: 4th (Indian Youth)

CONCEPT: Self awareness and career awareness

OBJECTIVE: Students will become aware of occupations associated with our National Parks. Students will become aware of the special pride of their culture and heritage.

LEARNING ACTIVITY: MESA VERDE

Students will view a filmstrip on the Mesa Verde ruins and see pictures of the beginning of the early Indian culture to the present day ruins.

Students will discuss the relationship of man to his environment, in the early days and now, noting the reasons for moving, getting new jobs, etc.

Students will discuss the effect of the ruins on the local communities now.

Students will build pueblos from clay.

Students will listen to a resource person from the Park Service.

Students will discuss the environmental impact on our local society, good effects and bad ones.

Students will discuss leisure time in our country and related careers.

View filmstrips on Navaho and pueblo culture and the interrelation.

Students will write letters of thenks to the Park Service.

Relate in a discussion, the Mesa Verde community to the present day Indian situation in Utah and how it might have affected the distributions of today's Indian population.

Discuss the cultural differences of Pueblos to Utes and Navahos.

SUGGESTED EVALUATION (if any) Students will list three effects of the environment on society.

CAREER EDUCATION ACTIVITY:

RELATED CLUSTER: Fine Arts & Humanities SUBMITTED By: Peggy Ence

SUGGESTED GRADE LEVEL: 4th (Indian Youth)

CONCEPT: Self awareness and educational awareness

OBJECTIVE: In the studying of the performing arts, the student will develop a sense of self-worth and a positive attitude toward others. The student will recognize his importance as a worthy member of a group.

LEARNING ACTIVITY: The Eagle

The children will listen to the song "The Eagle" from the album Witches Brew by Hap and Martha Palmer.

Students will discuss the relation of man and his environment to the eagle.

Students will learn to sing the song.

Students will discuss the important role of the eagle in nature.

A resource music person will talk to the students about the career choices in vocal and instrumental music.

The students will be given the oppertunity for free expression and movements to the music.

The students will listen to the high school dance teacher talk about careers in dance, meaning of dance, satisfaction, etc.

The students will create a dance to the song.

The students will perform song and dance for other classes or parents.

The students will view filmstrips on the Arts.

The students will write letters of thanks to all resource people.

The students will draw pictures of eagles for an art lesson.

SUGGESTED EVALUATION: (if any) Performance

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Consumer & Homemaking SUBMITTED BY: Ina Storey

SUGGESTED GRADE LEVEL: 1st - Minority (Indian)

CONCEPT: The student becomes aware that homemaking is a job that requires mastery of basic skills for success.

OBJECTIVE: Student will relate home skills to occupational skills.

LEARNING ACTIVITY:

Have a math unit on measuring. Use the playground for practice in measuring. (How many cups equal a pint, etc.) Use the sink for liquid measure.

Send a letter home to parents from the students, asking for a recipe that can be made in the classroom. (If Indian students don't bring a recipe, teacher should use a recipe for fry bread.)

Children can read their own recipe to the class.

Students will measure, mix, and cut fry bread. Teacher will fry the bread. Eat!

Use the World of Work unit "Homemakers".

Plan a visit to the lunch kitchen to watch cooks measure while cooking.

FRY BREAD

2 C. Flour
1 tsp. salt
2 tsp. baking powder
½ C. dry milk
1 Tbsp. sugar, if desired
About 1 C. warm water

Cut into 8 or 9 inch circles on solid floured board ½ inch thick. Cut into pie shaped wedges. Cut a little slit in the center of each. Fry quickly in hot fat until browned. Fat should be just below smoking point. Do not over knead or handle too much or it will toughen the bread.

SUGGESTED EVALUATION: (if any) Basic skills (measuring, etc.) are used at home and on the job.

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Homemaking SUBMITTED BY: Gayle Ferguson

SUGGESTED GRADE LEVEL: 1-3 especially for native american students

CONCEPT: Different ways of making bread

OBJECTIVE: Understand differences in various sub-cultures.

LEARNING ACTIVITY:

Invite a person from each of the below to visit the classroom and demonstrate-
1) Native American mothers make fry bread
2) Sheepherders make sour dough biscuits
3) American mothers make bread
4) Spanish mothers make Tortillas

These activities can be combined for a doing and tasting session.

SUGGESTED EVALUATION: (if any)

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: All SUBMITTED BY: Darcy Stewart

SUGGESTED GRADE LEVEL: Indian 3-6

CONCEPT: There are many different jobs in the world of work.

OBJECTIVE: 1) To expose students to a variety of jobs.
2)Review concept of compound words

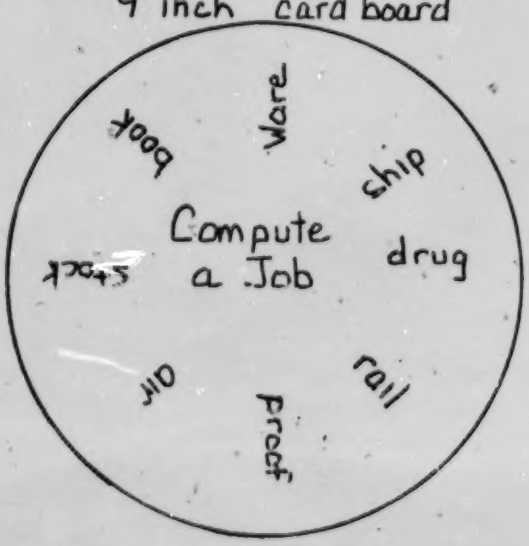
LEARNING ACTIVITY: Compound Jobs

Materials: 9-inch cardboard circle having base words that will make compound words and clothespins with other parts of compound words written on them.

Give a short mini-lesson on each of the workers, so student knows, basically, what each worker does.

Students clip clothespins onto the circle with a base word that makes a correct compound-word job.

Older students may choose an occupation to make a report on.



clothespins

house workers
shop salesman
line stewardess
store clerk
reader
clerk
builder
road brakeman

SUGGESTED EVALUATION: (if any)

APPENDIX F

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Communication & Media SUBMITTED BY: Myrtle C. Cook

SUGGESTED GRADE LEVEL: K-3, (Exceptional Child)

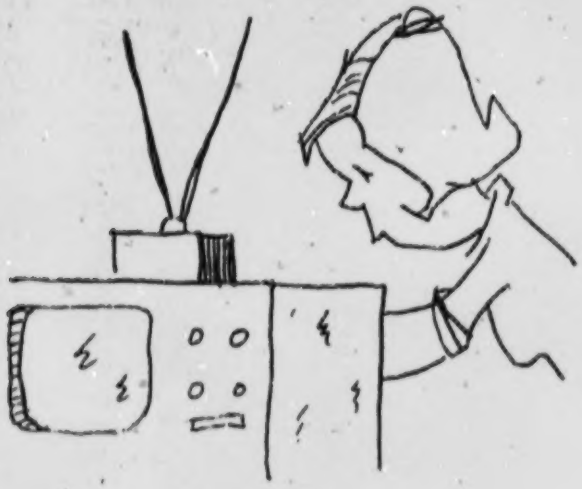
CONCEPT: Children can develop an objective consumer attitude.

OBJECTIVE: Student will be able to critically evaluate magazine and television advertisements and create one of his/her own.

LEARNING ACTIVITY:

Teach the students this song about commercials: (See reverse side)

1. Try to think of a product not sold today that you would like to have.
2. Name your product.
3. Decide on a way to package it.
4. Who will buy your product?
5. Make up a TV commercial to sell your product or design an ad to sell it.



SUGGESTED EVALUATION: (if any)

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Communications & Media SUBMITTED BY: Mrytle C. Cook

SUGGESTED GRADE LEVEL: K, 1, 2, 3, (Exceptional Child)

CONCEPT: Children can develop an objective consumer attitude by learning to critically evaluate magazine ads and television commercials.

OBJECTIVE: Student will be able to decide if a commercial is a fact or words to persuade people to buy the product.

LEARNING ACTIVITY:

Evaluate three television commercials using the ADVERTISING EVALUATION QUESTIONS. If you cannot write the answers on the sheet, ask an adult to help you.

ADVERTISING EVALUATION QUESTIONS

Your name_____ Name of product_____

(Watch the entire ad - twice if possible-before you try to answer these questions)

1. What made you choose this ad?_____
2. What did you like about this ad?_____
3. What did you dislike about this ad?_____
4. What did the ad say to make you want to buy this product?_____

_____

5. Is this a good reason to buy the product?_____
6. Do you think this product would cost the same in all stores?_____
7. Would this product be good or bad for you?_____
8. Do you need the product? Why?_____

_____

9. Did you learn anything new about this product from this ad?_____

Explain._____

SUGGESTED EVALUATION: (if any)

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Business & Office
Consumer & Homemaking
Health

SUBMITTED BY: Estella J. Richens

SUGGESTED GRADE LEVEL: Trainable, Educable Mentally Retarded, Behaviorally Handicapped

CONCEPT: Awareness through music to a variety of different occupations

OBJECTIVE: The student will use their voice of hands to sing occupational related songs

LEARNING ACTIVITY:

Materials; Song on chart stand
Flash card with the word Doctor written on it
(letters should be made with sandpaper)

Song:

Doctor sandpaper flash card will be given to each student

DOCTOR!
Doctor! Doctors are good people because they can fix your fingers. They can make you better when you are sick. Doctor! Say Doctor and underline. DOCTOR! DOCTOR! DOCTOR! Trace each letter. D-O-C-T-O-R! DOCTOR! DOCTOR! Sometimes they call him Doc because that is the first syllable. DOCTOR! DOCTOR! DOCTOR! Underline it with your finger. DOCTOR! DOCTOR! (Whistle)

Stop Trace each letter D-O-C-T-O-R on your flash card

Materials: Flash card with the word CASHIER on it

CASHIER

CASHIER! When you go to the store to buy something, you give your money to the CASHIER! CASHIER! The CASHIER takes care of the cash. Cash means money. CASHIER! Say it. CASHIER! Underline CASHIER with your finger. Trace each letter C-A-S-H-I-E-R CASHIER! CASHIER! CASHIER! CASHIER! CASHIER! Underline it with your finger. CASHIER! CASHIER!

SUGGESTED EVALUATION: (if any) Interest in participation

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Communications & Media SUBMITTED BY: Myrtle C. Cook

SUGGESTED GRADE LEVEL: K - 3 (Exceptional Child)

CONCEPT: Children can develop an objective consumer attitude.

OBJECTIVE: Student will be able to critically evaluate magazine and television advertisements.

LEARNING ACTIVITY: Use the following questions in a classroom discussion during a week's time:

1. What is an advertisement? An Ad?
2. What is a commercial? Can anyone sing one?
3. Why are there ads?
4. Why do you listen to commercials?
5. Why do your parents read ads?
6. Where do you see and hear ads?

1. What do ads tell and show you?
2. What should they tell you that they sometimes don't? (e.g. cost)
3. Is it helpful to have TV commercials and ads? Why or why not?
4. Why are cereals and toys often advertised during children's shows? Are different things advertised during the time your dad and mother watch watch TV? What? Why?
5. What kinds of things are not advertised on TV? Why not?

1. What things do we need that we see advertised?
2. What things do we need to stay alive?
3. What things do we think we need to be happy?
4. How do advertisers make us think we need some things?
5. In what ways do they make it look like you will be happier or more comfortable if you buy their product? Is this always true?

1. What did you talk your parents into buying that you later found you didn't want?
2. Did you go to the store with your mother? Do you make some of the decision?
3. Did you have a good reason for wanting to buy it? What was it?
4. Do you think bright-colored cereals taste better than cereals that are not colored?
5. Are they better for you?
6. What foods are not good for you? Why not?

1. What kinds of containers and packages do products come in?
2. Are some containers safer than others? Explain.

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Communication & Media
Business and Office
"Telephone Industry"
SUBMITTED BY: Peggy Ence

SUGGESTED GRADE LEVEL: 4th

CONCEPT: Awareness of a variety of careers and realization that education and work are interrelated.

OBJECTIVE: Students will identify, analyze and explore occupations related to communications and media. Students will recognize that work has different kinds of rewards; financial satisfaction, enjoyment of the process and self-fulfillment according to specialized training and job performance.

LEARNING ACTIVITY:

Introduction: Students will try to communicate an idea or some information without speech. Pre-test.

Students will alphabetize a list of names from the phone book.

Students will have relay races finding names in the phone book.

Students will role play proper communication skills on the telephone.

Students will visit the telephone company and observe jobs related to the telephone industry.

Students will view film "Telephons Business."

Students will write and produce a booklet on telephone etiquette.

Students will compose and write a letter of thanks to the telephone company.

Students will list the school subjects that are needed in the telephone related occupations.

Students will prepare a job survey sheet of information about a telephone operator or repairman to be kept on file for future use.

Students will prepare a report for the class on the telephone industry.

SUGGESTED EVALUATION: (if any) On a post-test the students will list five different occupations related to communication and media, list school skills needed for one of the careers, and some of the duties of one of the careers.

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Communication & Media / Transportation SUBMITTED BY: Peggy Ence

SUGGESTED GRADE LEVEL: 4th or (Exceptional child)

CONCEPT: Awareness of a variety of careers and realization that education and careers are interrelated.

OBJECTIVE: Students will identify, analyze, and explore occupations related to communications, media, and transportation. Students will recognize that work has different kinds of rewards and skills.

LEARNING ACTIVITY: "Signs"

Students will demonstrate an idea using sign language.

Students will volunteer orally examples of jobs and signs that are related. (Barber-striped pole)

Students will tour the neighborhood looking for examples of all kinds of signs.

Students will visit a traffic controller and learn the value of signs in transportation, and safety,factor of signs.

Students will construct and display traffic signs to learn shapes and meanings.

Students will construct and display an advertisement sign.

Students will set up a bicycle safety course, giving all the directions with signs and have a bicycle rodeo.

With the teachers help, the students will construct and copy a letter of thanks to the traffic controller.

SUGGESTED EVALUATION: (if any) Students will identify the basic traffic signs.

CAREER EDUCATION ACTIVITY

RELATED CLUSTERS: Construction SUBMITTED BY: Myrtle C. Cook

SUGGESTED GRADE LEVEL: 6th (Minority Students)

CONCEPT: Career Education can be infused in Language Arts.

OBJECTIVE: The student will learn the basic concepts of Home Building while studying about paragraphs.

LEARNING ACTIVITY: (1) Read the following paragraph:

HOMES

Many thousands of years ago, where do you think people lived? That's right... they lived in caves. The caves gave them shelter from the weather. It gave them protection from unfriendly animals, or unfriendly tribes. They had a place to stay during the day and come back to at night. Soon there were no more animals to hunt near the caves. So they packed up and left the caves to hunt for food. The became wanderers. They probably built simple shelters to stay in for a few nights before they moved on again.

(2) Study carefully the way the paragraph is written. Then answer the following questions.

1. How many sentences are there in the paragraph?_____

2. How is the first sentence different from the rest of the sentence?_____

_____

3. Is the margin straight?_____

4. Does the second sentence begin below the first one, on the next line?_____

_____

5. Does the second sentence begin after the first sentence?_____

_____

(3) Below is a group of sentences in a numbered list. Write the title first. Then write the sentences in a paragraph.

HOUSE PLANS

1. First it starts with an idea.
2. The designer or architect puts the idea down on paper.
3. These drawings or plans are called blueprints.
4. They show what the house will look like.
5. How big it will be.
6. How many rooms it will have.
7. The size of each room.
8. What materials will be used.

(4) Every paragraph that you read or write has a main idea. The main idea is the subject of the paragraph. In the paragraph below, underline the main topic in red pencil.

_____First he cuts the wood to the right size.

_____The plans show him how long the wood should be.

_____He draws a line.

(8) Remember that all the sentences in a paragraph must tell about one main idea. Both the title and the main idea give an idea of what the paragraph is about. Below is a group of sentences that should be divided into two paragraphs. The first paragraph should tell about the homes of today. The second paragraph should tell about homes of long ago. On the lines below, write the sentences to make two paragraphs. On the first line, write a title for the paragraphs.

What kind of house do you live in? A one-family house, a two-family house, an attached house, a small apartment house, a great big apartment house with an elevator, a garden apartment, a houseboat or a mobile home. But long ago, many thousands of years ago, where do you think people lived? That's right...they lived in caves. The caves gave them shelter from the weather. It gave them protection from unfriendly animals or unfriendly tribes. They had a place to stay during the long cold winters. They would go out to hunt during the day and would come back to stay in the caves at night.

(9) Remember that a good paragraph has a beginning, a middle, and an end. All the sentences in the paragraph give facts about the main idea. The beginning sentence gives the main idea. Look at the word list for House Builders. Select words that have to do with his tools. Write a paragraph about his tools.

(10) Remember each paragraph must have a main idea. The main idea will be in the beginning sentence. The paragraph must have a beginning, a middle and an end. Copy your paragraph about tools from activity 9. Add another paragraph about the people that must work together to build a house. When you are finished, you will have written a two paragraph report.

(11) Remember that each paragraph must contain a main idea and that each paragraph must have a beginning, a middle, and an end. Copy your paragraphs about tools and people from activity 10. Add another paragraph about the self-help homes and the workers who build them. You have now written a report.

SUGGESTED EVALUATION: (if any)

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Manufacturing SUBMITTED BY: Ina Storey

SUGGESTED GRADE LEVEL: Exceptional child- if they can work with their hands.

CONCEPT: Student will learn about the use of hands (dexterity) and about the world of work.

OBJECTIVE: Students will understand that some people have careers where they use their hands.

LEARNING ACTIVITY

Class disucssions

Filmstrips

Teachers read books on Pottery uses, sale, etc.

Field trip to potters- see kiln, etc.

Make Pottery in class- students should make at least 3 pieces.

Students to have sale in hall.

SUGGESTED EVALUATION: (if any) Students should understand that pottery is decorative, useful and may be a satisfying career.

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Ag. Bus. & Nat. Resources SUBMITTED BY: Ina Storey

SUGGESTED GRADE LEVEL: 1st Exceptional child

CONCEPT: Students will be aware of exchange of goods and services. (where does milk come from)

OBJECTIVE: Student will understand some goods and services are produced in community.

LEARNING ACTIVITY:

Stories read by teacher
Pictures shown by teacher
World of Work Unit
"Visit to Farm"
"Hands on" visit to animals at farms, etc.
Have students show by drawings or tell by pictures or in words what would happen if the cows stopped giving milk.

SUGGESTED EVALUATIONS: (if any) Starvation for many

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Public Service SUBMITTED BY: Darcy Stewart

SUGGESTED GRADE LEVEL: K, Readiness, L.D., 1

CONCEPT: There are many people who help us in our community.

OBJECTIVE: Realize that there are many workers in our community.

LEARNING ACTIVITY:

Materials: Small cardboard boxes
Set of paperdoll "community workers"

The boxes serve as the buildings where people work. The child places the workers into the buildings according to the building they would work in.

EXAMPLES:

Hospital	School
Doctor	Principal
Nurse	Teacher
Nurse's aid	Secretary
Hospital cook	Librarian
Housekeeper	Custodian
Lab assistant	

Restaurant	Dentist Office
Manager	Receptionist
Waitress	Dentist
Waiter	Dental assistant
Cook	Dental Hygienist
Bus boy	

SUGGESTED EVALUATION: (if any)

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Public Service SUBMITTED BY: [illegible]

SUGGESTED GRADE LEVEL: 1st Minority and or Exceptional child

CONCEPT: Students will know jobs of school personnel.

OBJECTIVE: Student understands that it takes many people working together, doing different jobs, to maintain a school.

LEARNING ACTIVITY:

On the first day of school the teacher reads the story,"The Gingerbread Boy." The following day tell the story on the flannel board- this can continue until all the students have had a chance to tell the story.

Students and teacher mix gingerbread. Students cut out gingerbread "Boys". The teacher takes them to the cooks to bake. "Boys" run away.

Class discussion: one each day about jobs that are needed to have the school run smoothly, such as: principal, secretary, teachers, custodians, cooks, librarians, etc. Each day after class discussion visit that personnel member's room. (Personnel should be clued in) Class should ask about the job and things they need to learn in elementary school to be able to hold a job. Also have students ask personnel"Have you seen the gingerbread boys?"

Students will draw pictures of personnel after each visit.

Gingerbread boys are found on a bookshelf either in the library or in the classroom.

SUGGESTED EVALUATION: (if any) Students can name jobs at school, and be able to tell something about each one.

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Health SUBMITTED BY: Estella J. Richens

SUGGESTED GRADE LEVEL: Educable Mentally Retarded Behaviorally Handicapped

CONCEPT: To develop an awareness of the importance of different types of health occupations and demonstrate proper oral hygiene(e.g. brushing and flossing teeth.).

OBJECTIVES: a. The student will recognize that there is a continuous interaction between a patient and the dental occupation.
b. The student will be involved in alphabet awareness.

LEARNING ACTIVITY: The Toothland A B C

A stands for Adventure

B stands for Bedtime

C stands for Clean

D stands for Dentist

E stands for Elephant

F stands for Food

G stands for Growth

H stands for Health

If you like to explore
Walk into toothland
For here is the door.

With stories and fun
after the cleaning
of teeth is all done.
Brush down (upper teeth)
Brush up (lower teeth)

Brushing them right,
Your teeth are happy
both day and night.

You need not fear
When you meet him in
toothland,
Two times a year.

With teeth very flat
He grinds hay, leaves,
and coarse foods like that

From field, garden and
tree,
Fruit from the orchard
And fish from the sea.

In the bone beneath
Where tiny tooth-buds
Grow into teeth.

And glad you will be
With strong, healthy teeth
That are pretty to see..

(OVER)

CAREER EDUCATION ACTIVITY

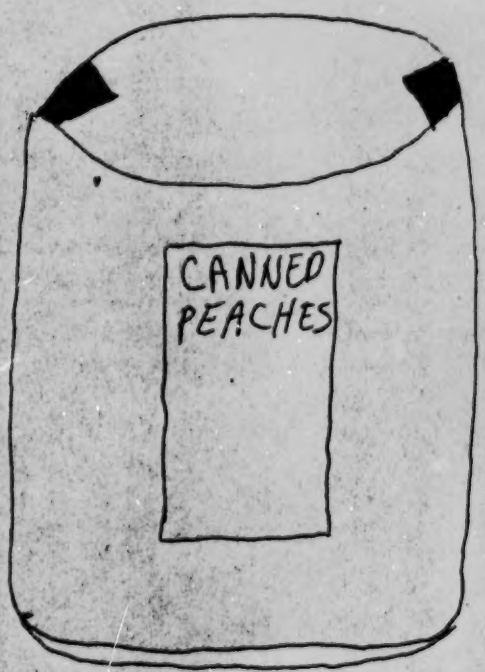
RELATED CLUSTER: Consumer & Homemaking SUBMITTED BY: Peggy S. Tolman

SUGGESTED GRADE LEVEL: All-Handicapped

CONCEPT: The use of a canopener is valuable for everyone to know.

OBJECTIVE: The learner will use a canopener on four different cans.

LEARNING ACTIVITY: The teacher will provide three different types of can openers and provide the learner with at least four cans to open. These can be obtained from a cannery, sealed but empty.



SUGGESTED EVALUATION: (if any)

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Consumer & Homemaking SUBMITTED BY: Peggy S. Tolman

SUGGESTED GRADE LEVEL: All-Handicapped

CONCEPT: Smells play an important part in the foods we pick and the nutritional aspect of our diets.

OBJECTIVE: The learner will identify certain foods through the use of the sense smell.

LEARNING ACTIVITY: Blindfold the learner and place him/her at a table. Place these items in front of his/her nose:

vanilla	a wedge of lemon
cheese	a wedge of orange
pepperoni	salad dressing
cinnamon	vinegar
nutmeg	onion

SUGGESTED EVALUATION: (if any)

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Consumer & Homemaking SUBMITTED By: Peggy S. Tolman

SUGGESTED GRADE LEVEL: All-Handicapped

CONCEPT: All people need to experience different taste sensations and have the opportunity to examine different kinds of foods.

OBJECTIVE: The learner will taste the different things placed in a tray and decide which he likes and dislikes.

LEARNING ACTIVITY: A variety of foods need to be available, such as artichoke, eggplant, cauliflour, zucchini squash, cherry tomatoes, celery, cabbage, green onion, green pepper, turnip, lettuce, etc.

The learner will describe the flavor, texture and feel of the different foods.

SUGGESTED EVALUATION: (if any)

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Consumer & Homemaking SUBMITTED BY: Peggy S. Tolman

SUGGESTED GRADE LEVEL: Seventh grade - Nancy

CONCEPT: As nutrition contributes to an individuals health and well-being, knowledge of its importance is significant.

OBJECTIVE: The learner who has some understanding of nutritional concepts can implement them and have improved general, personal and family health.

LEARNING ACTIVITY:

The pupil will keep a record of food intake for a week, including snacks. Analyze for nutritional content and determine adequacies and deficiencies with the help of the teacher.

SUGGESTED EVALUATION: (if any)

CAREER EDUCATION ACTIVITY

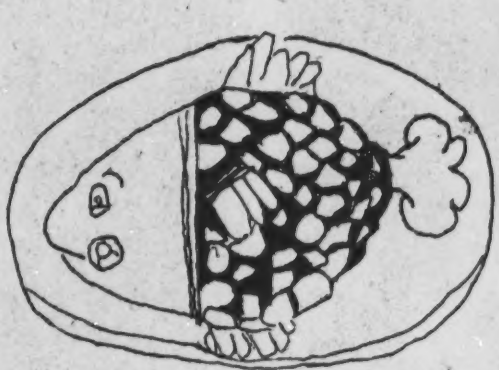
RELATED CLUSTER: Consumer & Homemaking SUBMITTED BY: Peggy S. Tolman

SUGGESTED GRADE LEVEL: Seventh grade - Minority

CONCEPT: The principles involved in food selection, preparation and appreciation are influenced by family meal patterns, socio-economic needs and nutritional factors, it is desirable that the learner be aware of the differences in meal planning.

LEARNING ACTIVITY: The learner will decide which meal is the biggest one of the day for his family. Then he will sit down and write a menu which will be a basic dinner.

A paper will be written describing how his menu may differ in content from ones that are found in a cafe.



SUGGESTED EVALUATION: (if any)

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: ALL SUBMITTED BY: Peggy S. Tolman

SUGGESTED GRADE LEVEL: Secondary-Minority

OBJECTIVE: The learner will be able to:
recognize outside influences that may affect them
have more acceptance from their peers
be aware of certain characteristics that make him or her unique

LEARNING ACTIVITY: Write on the subject: WHAT AM I LIKE? WHY AM I LIKE THIS?
Repeat assignments after exploring the following areas:
Physical changes
Social needs and adjustments
Mental growth
Effect on environment and heredity

SUGGESTED EVALUATION: (if any)

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Self Concept SUBMITTED BY: Tom Murray

SUGGESTED GRADE LEVEL: 8th - working with handicaps

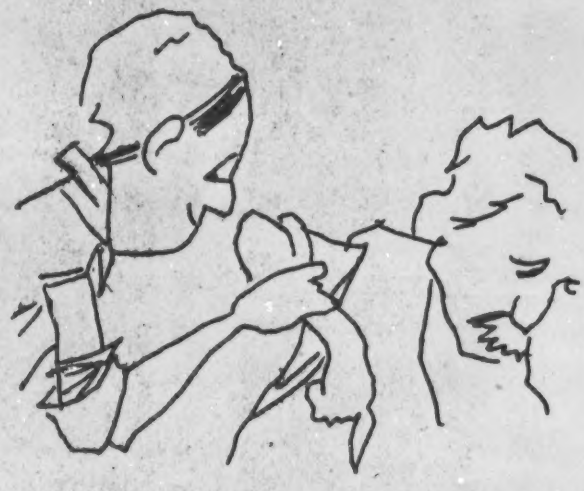
CONCEPT: Success in education, work, and life is dependant on self concept and self worth.

OBJECTIVE: The student will become more aware and sensitive to the needs and problems of others.

LEARNING ACTIVITY:

Do a - - -

1) Pre-assessment of different types of handicaps that people may have.
2) Have students select a form of handicap, and live with that handicap for one school week. a- blind b- deaf c- wheel chair d- drug addiction e- low I.Q.
3) Have each student research their chosen handicap, for better understanding to relate to problem. Suggest strategies for copeing with the handicap.
4) See what teacher and student adjustments are needed.
5) Observe negative and positive reactions to the handicap.



SUGGESTED EVALUATION: (if any)

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: All SUBMITTED BY: Janna Kunz

SUGGESTED GRADE LEVEL: 4th (Minority)

CONCEPT: Before we can expose Minority youth to the world of work, they must have a good self concept.

OBJECTIVE: To help Minority youth realize they have a contribution to make.

LEARNING ACTIVITY:

1. Have students draw a picture of themselves.
2. Have them draw what they do best. Then, draw what they do worst.
3. Have students draw and write about any career or job they know about.

SUGGESTED EVALUATION: (if any)

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: All SUBMITTED BY: Estella J. Richens

SUGGESTED GRADE LEVEL: Trainable, educable, mentally retarded, behaviorally Handicapped and K-3

CONCEPT: Safety with scissors in the world of work.

OBJECTIVE: The child will demonstrate safety when handling scissors.

LEARNING ACTIVITY: Teacher will demonstrate safe principles when handling scissors.

Procedure:

Have the child.....

1. Imitate picking up scissors correctly
2. Pick up scissors correctly alone
3. choose right or left double-handled scissors (own)
4. practice removing scissors from a box
5. practice putting scissors back in the box
6. practice removing scissors from other objects (rack, bottle, etc.)
7. practice removing scissors from a place (desk)
8. watch a 16mm film "Safety with Scissors"
9. discuss the reason for supervision when using scissors
10. Tell why scissors can be dangerous
11. look at safety pictures on bulletin board about scissors
12. practice walking with scissors from one point to another
    a. with teacher manipulation of body and verbal cue
    b. with manipulative prompt and verbal cue
    c. demonstrationby instructor or another child with verbal cue
    d. Verbal cue(the cue must be descriptive of the skill)
13. practice handling scissors in small groups
14. practice handling scissors in large groups

* Movie can be obtained from the N. U. Center in Heber City.

SUGGESTED EVALUATION: (if any) Mastery of skill 6, 12, 13 and 14

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: All SUBMITTED BY: Estella J. Richens

SUGGESTED GRADE LEVEL: 3-4 Educable Mentally Retarded

CONCEPT: Awareness of a variety in different occupations

OBJECTIVE: Realize that different kinds of work require varying degrees and types of educational preparation.
a. preparing for work
b. choosing and getting a job
c. understanding responsibilities, rights & benefits of the worker

LEARNING ACTIVITY:

Hold a series of Fun-Tastic Fridays at the school. During the final hour of each Friday, formal academics could come to a halt and resource persons and school staff could become temporary career examples. For example at 2 p.m. one hundred students could move to a designated area to take part in one of four presentations related to careers. The career participants would stress the following:

1. Preparing for work
   a. Begin to develop good work habits.
   b. Begin to develop skill in the use of simple tools and equipment.
   c. Begin to care for tools, supplies and work area.
   d. Begin to work in groups.
   e. Begin to observe that individuals differ in work performance.

2. Choosing and getting a job
   a. Begin to understand that most people work for a living.
   b. Begin to know that people work at many different kinds of jobs.
   c. Perform routine jobs in the classroom.
   d. Can tell personal data.

3. Understanding responsibilities, rights and benefits of the worker
   a. Begin to understand that acceptance and performance of classroom jobs entail certain responsibilities.
   b. Begin to see that classroom jobs are necessary.
   c. Begin to see that there are consequences if classroom jobs are not performed satisfactorily.
   d. Begin to see some relationships between classroom jobs and adult jobs.

(OVER)

APPENDIX G

PUBLIC RELATIONS

DISPLAYING OUR PRODUCT

Classrooms in Uintah School District are as good as or better than any in the State of Utah. We are proud of the work that our students are doing and we need to let our citizens and patrons know what our students are accomplishing. Let's display our educational product...some of the things our student's are learning.

To tie in with the theme of our Mid-Winter Conference and to help bring awareness of Career Education Week which has been declared throughout the state, the merchants in our community are allowing us the opportunity to use their display windows to set up school displays. The week of Feb 17-23 has been set aside for this purpose. Each school may choose to display whatever they would like... the displays may come from any department: math, science, english, art, etc. or from any grade level or combination of grades. We would encourage you to express the accomplishments of the students in the areas of the basic when ever possible.

The following merchants have volunteered the space in their windows and the displays may be placed there beginning Feb. 16th and need to be removed no later than Feb. 24th: (If the store has more than one window, please check with them to see which one to use)

Ashton's	Ashley Elementary
Vernal Shoe Store	Central
Mar Ella's	Maeser
The Chalet	Naples
Lloyd's Shoe Store	Learning Center
Mr. S.	Uintah High School
Zion's Bank	Vernal Jr. High
Basin Sportsman	Ashley
Western Auto	Central
Thorne Studio	Naples
Adam's House of Jewelry	Maeser
Vernal Office Supply	Vernal Jr. High
Garden Gate Floral	Uintah High School
Aspen Photo	Ashley
Frontier Travel	Central
Christensen's	Maeser
Glen-Mar Arts	Naples
Knitter's Boutique	Vernal Jr. High
Classic	Uintah High School
J. C. Penny's	Todd & West

APPENDIX H

Naples school kids relive yesteryear

Returning to the days of our ancestors has long been a dream of many people, particularly in this, the age of nostalgia, but the students at Naples Elementary School realized their dreams to relive the days of yesteryear during the Folklore Festival conducted there last week.

In body as well as in spirit, the Naples studentbody visited the lives of their forefathers the past several months with the help of community people providing expertise in such bygone activities as soap making, trapping, butter churning, toymaking and bread making.

MARK GODINA and Orval Smuin, in hat, crank out the butter while Mr. Robert Hoopes, center, samples the wares.

The Naples staff got the idea last fall to implement history of the basin and art in the area of career awareness. They decided to help teach a career awareness by implementing various careers prevalent around the turn of the century.

To do this they called upon the resources of community people well versed in the various jobs, careers and tasks found many decades ago.

Following several months of demonstrations and lectures, the children's teaching culminated in the extraordinary Folklore Festival at the school last Wednesday, Thursday and Friday which attracted approximately 800 students and 1000 community members.

They found, through the festival, that a bond between generations was established through utilizing community resource people. An air of self-sufficiency was received by the students when they were required to perform the oldtime tasks.

Although the festival was, by and large, fun and games, the basics were not ignored, according to school principal John Childs. The students were encouraged to do research projects, make posters explaining the things they were doing, count money, make change, work within budgets and give verbal explanations to visitors.

It was apparent as one wandered around the exhibits gazing upon the candy makers, the quilt makers, students making butter and bread, strolling through the General Store replete with pickles, lye soap homemade cider that the students their homework and did it well.

The faculty was grateful for assistance of the community mem... too numerous to mention here wh... helped the students prepare for their day in the 1800's. It nearly gave the spectators the feeling they were back in "The Good Old Days."

For a modern-day view of the festival by a television personality, watch for Craig Wirh of "Wirth Watching" on KUTV Channel 2. Wirth spent the day at the festival with his cameraman preparing for a segment to be aired some time this week.

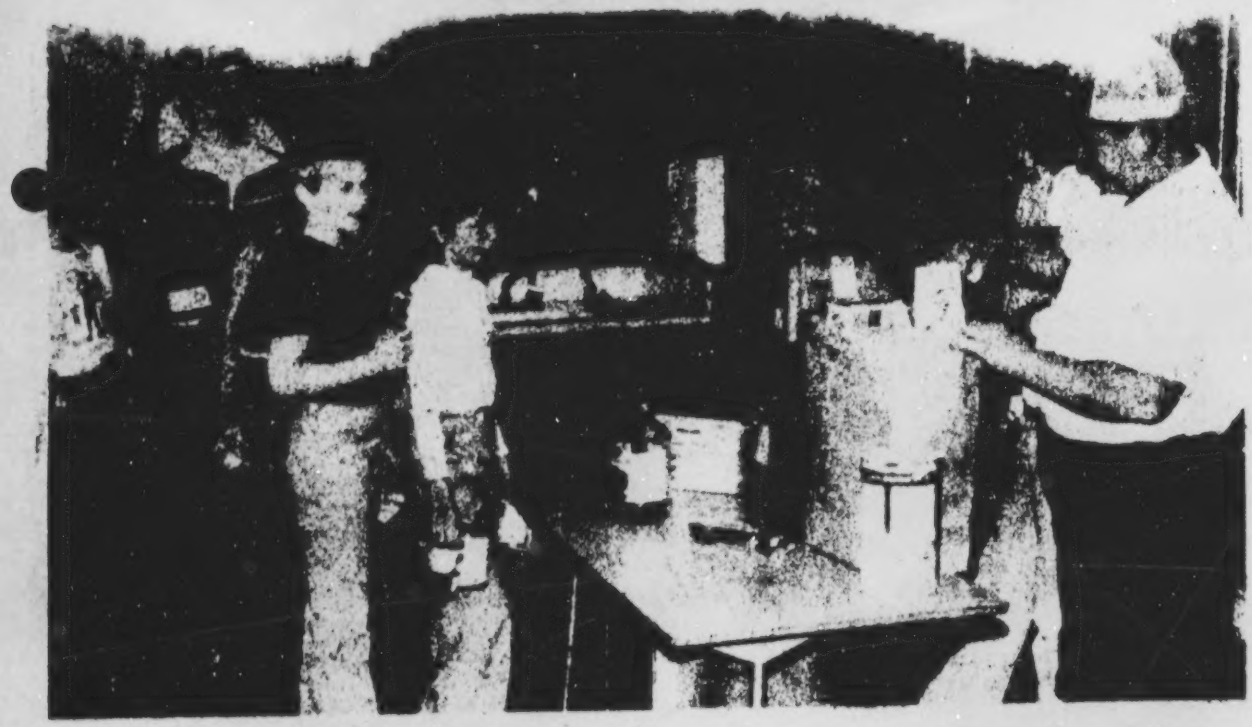
TWAIN BRIDGES and Rachelle Slaugh look upon potential buyers at one of the most popular concessions at the festival-the candy counter.

TAKING A DEPARTURE from the cliched foot in mouth, Cra Wirth of KUTV Channel 2 inserts hand in boot.

THE BONDING of the younger gernation and the older generation was evident in the assistance given by Rhoda Stevens, center, and Margaret Ellison, extreme right, to Naples students Kimberly Slaugh, Joni Jackson, Tammy Stubbs, Melissa Vogel and Janae Martin

TYPICAL OF various looks on the faces of some of the 1800 visitors to the festival were those offered by Chris Scott, Tanya Slaugh, Corey Massey, Cody Slaugh, Eric Kay and Steven Holmes.

LIE OAKS and Janae Martin put on the finishing touches to
Florida Keys.



CASHIER ROBERT SALYERS rings up the prices while Ricky Ledbetter bags the groceries for the customers; l-r, Jerry Shimeck, Johnny Beaman, Gwennita Tahguv (partially hidden), Randy Randall and Casey Murphy during a career education class at the Uintah Learning Center in Maeser. The students have learned different aspects of various careers as a result of the efforts of Jennifer Decker, career education advisor, and Debbie Mayes, Learning Center instructor.

Learning Center pupils learn about careers

Students at the Uintah Learning Center in Maeser have been introduced to the wonderful world of work through the Uintah School District Career Education Department by career education advisor Jennifer Decker and Learning Center instructor Debbie Mayes.

Approximately 30 students have been participating in the career education program since the beginning of school last September.

The purpose of the classes is to prepare the older students for a future career.

Most recently, the students have been learning the rudiments of running a cash register. The register was provided to the students by Ashton Brothers Department Store. In addition to learning the function of the register itself, the students have branched out into other areas learning how to read prices, comparatively, work with money make change.

speeches and demonstrations given to them by such professional people as beekeepers, pharmacists, line truck operators, newspaper people and policemen.

STUDENTS EMPLOYED by Ashtons in the dry goods, clothing and hardware departments are, front row, l-r, Lane Searle and Bruce Kay. Back row, l-r, Annette Oldaker, Brenda Gurr, Stacy Voorhies and Carol Jensen.

Vernal businesses employ students from Uintah

The Uintah School District again this year is sponsoring the co-op work program. According to Chad Orton, vice principal, approximately 100 students are in the programs this year.

Through the two programs, the Co-op and the Diversified Work Experience the students can earn credit for graduation while gainfully employed part-time. The Co-op program is geared to those students whose classes relate to the work on the job, such as the business training experience. The Diversified Work Experience is for the student who has justifiable employment and his credit status is such that he or she can be placed on a part-time job.

These students are requested to meet in the classroom situation two mornings a week before regular classes start.

This year, Ashtons is employing seven students in the dry goods, clothing and hardware departments.

Assisting in the teen department in Ashton's dry goods is Stacy Voorhies. Stacy is the daughter of Mr. and Mrs. Alan Voorhies. She is a member of Uintah High School Pep Club and is interested in sports. She serves as Junior Princess with Job's Daughters. Miss Voorhies said she finds her job enjoyable and likes working with people. She also enjoys seeing all of the new teen fashions first.

Carol Jensen is employed in the hardware department. She is the daughter of Mr. and Mrs. Larry D. Johnson, a member of the FBLA and enjoys the out-of-doors. After graduation, she plans to attend beauty school.

Brenda Gurr is employed in the shoe department. She is the junior class secretary and a fire baton twirler. Her interests lie in sports where she participates on the track team. She is also a member of the Pep Club and her preference in shoes leans toward clogs and sandles. Her parents are Mr. and Mrs. Gene Gurr.

Annette Oldaker is the daughter of Mr. and Mrs. Carl Oldaker. She is a member of the Executive Council and president of the FBLA program at school. Her goal is to take State in piano and shorthand competition. Her interests are in the latest fashions and swimming. She is an active member in the Laurel class and the Key Club.

Lane Searle, son of Mr. and Mrs. Larry Searle, is a junior at Uintah High School and works in the men's department at Ashtons. He is interested in hunting, skiing and is a member of the junior trap shooting squad. He is active in his church and holds the office of First Councilor in the Priest Quorum. He enjoys meeting the different people through his employment.

CHANNEL 2 meteorologist Clayton Brough, right, talks with Vernal Jr. High science teacher Clark Oviatt during a career lecture on meteorology presented to VJHS seventh-graders recently. Brough, through the district's career education program, spoke on meteorology as a career to the interested students.

One of the all-time great film classics will be presented in Vernal Wednesday, March 7, at the Uintah High School auditorium.

"The Best Years of Our Lives," winner of six academy awards in 1946 and starring such greats as Myrna Loy, Frederic March and Dana Andrews, will be shown beginning at 7:30 p.m. as part of an Artist-in-School program currently being conducted under the direction of resident artist Wally Goddard.

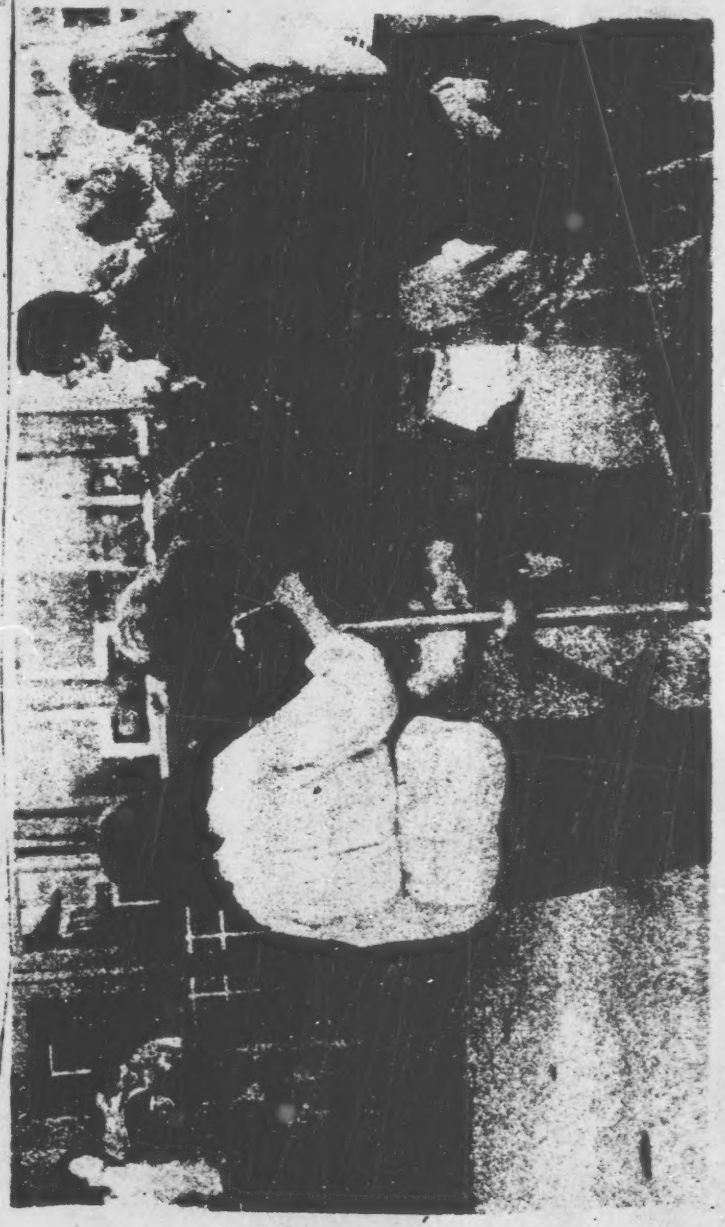
Made possible by a grant from the Utah State Arts Council, Goddard is conducting a class in filmmaking that has attracted fifteen local high school students.

According to Goddard, the emphasis of the class is two-fold; to teach the science of filmmaking and to teach the awareness of films and filmmaking as an art form.

The students have already entered into the science of filmmaking since the class began December 20 by completing 8 mm film shorts for the class. Creativity and individuality the students poured into their films is evident in the titles of their films: "Yogurts that Fall in Love," "Marvelous Mervel," "The Gorilla that Got Away."

After the completion of the 8 mm films a few weeks ago, the students then began learning 16 mm filmmaking techniques. They are presently in the process of making their own production that has yet remained untitled.

Although viewing class short films starring Charlie Chaplin, Laurel and Hardy, Our Gang and the work of famous directors such as Ingmar Bergman, this is the class's first explosure to a full-length feature film classic.



QUIET ON THE SET. Lights, Camera, Action! Carroll carry Mark Shaffer towards camera people Lana Aldridge and Layne Bennion, Wally are the words heard frequently these days as Goddard offers suggestions to Nick Schirmer Wally Goddard's filmmaking students do their and Sherry Young for thing. Bennion and Paul

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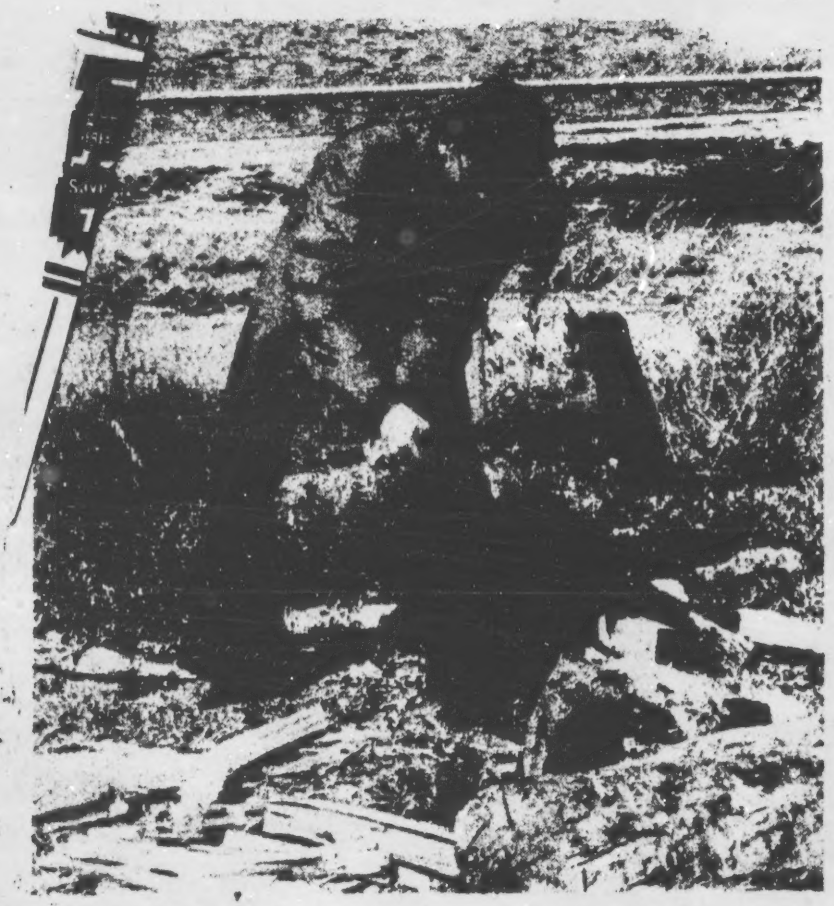


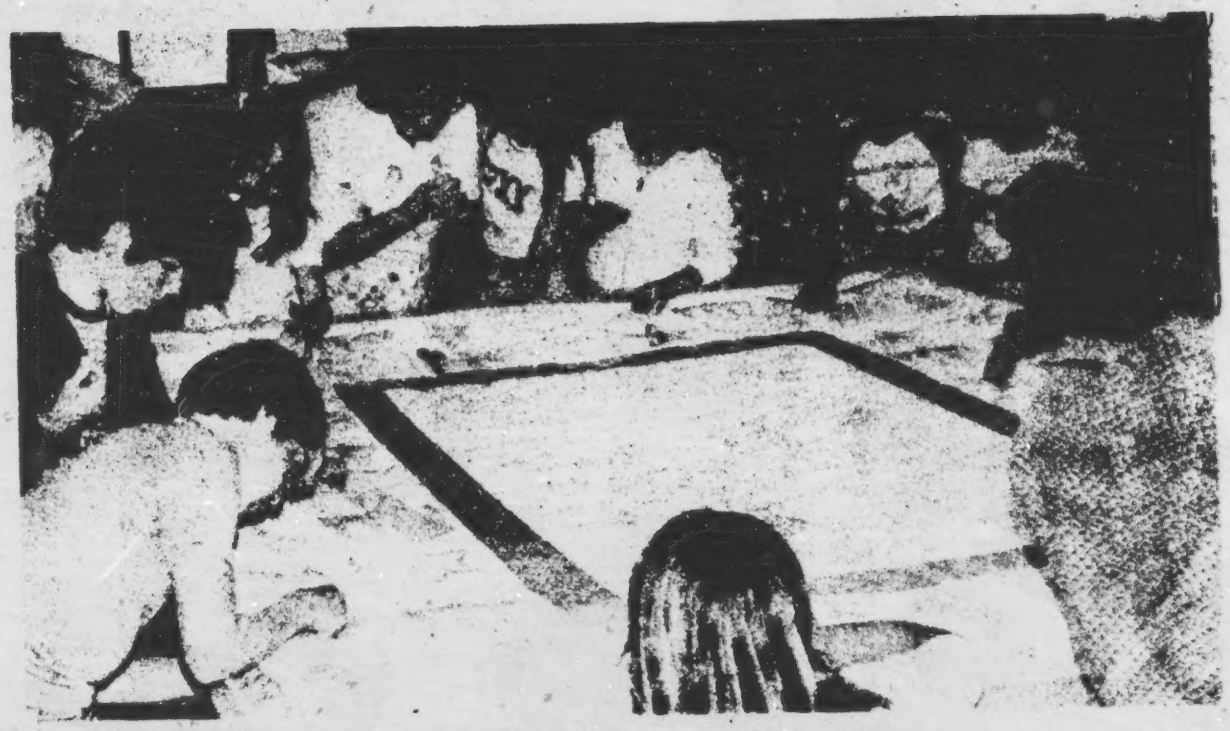
CINDY McBRIDE lets go with a mighty swing at the log cutting station.

Maeser school to receive honor certificate

Maeser Elementary was notified February 22, that they would receive the Valley Forge Honor Certificate for their entry to the Freedom Foundation.

The 1978 fifth grade, under the direction of Doris Morrill created a quilt depicting various American symbols, Liberty Bell, maps, flags, Statue of Liberty, shields and eagles, which adorned individual blocks. The quilt blocks were made and quilted by the children and colored with fabric crayon. This quilt was sent to Freedom Foundation for their decision.

Paul Tingey, principal of Maeser, was notified on Washington's birthday that the school would receive an award. This will be the fourth award presented to the school by Valley Forge Freedom Foundation, for its patriotic entries.



STUDENTS of the Maeser 5th grade work diligently on their patriotic quilt which was sent to Freedom's Foundation at Valley Forge. The quilt was judged and Maeser Elementary will receive an Honor Certificate from Freedom's Foundation. This is the fourth award Maeser has won.

Studen... ...eate Yuletide treats

Christmas, the time of year for Santa, good little boys and girls, the sound of yuletide jingles and the smell of holiday fineries baking in the kitchen.

The arrival of the Christmas season is no more evident than at the Uintah Learning Center where for the past two weeks the sweet smell of gingerbread has filled the air, enticing even the people with an average sense of smell to the kitchen area where the scene is more reminiscent of Santa's workshop than a school cooking class.

As part of their regular scheduled weekly cooking classes at the Center, the 78 students enrolled at the school baked their own gingerbread houses to take home to add to their family's festivities.

Starting from scratch, students rolled the dough, cut out the features of the house with the use of a pattern, baked the forms and assembled and decorated them with pastry and candy--all in two classes over a two week period.

The gingerbread house assignment just completed at the Center is only one of many items students are tasked with learning. The staff at the Center this year is trying to make cooking fun as well as it being a learning experience in measurements, shapes, sizes and reading.

TOM WILLIAMS, Paul Freestone, Lani Boyles and Betty Kiever, l-r, Uintah Learning Center students, demonstrate the steps taken in making their gingerbread houses the past two weeks. Tom holds the finished product while Paul decorates his house, Lani is in the process of putting hers together and Betty...

MATHEW BURR, Gwenita Tahguv and Willie Roach eat their caramel apples prepared in [illegible] class.

Junior high students work like pioneers

DAVID GENTRY, center kneeling, gives it a go in making soap similar to the methods used by pioneers in Utah and America.

To relive the past, to go back in time for a day or to live like our ancestors lived is a dream many have--particularly in this day of nostalgia.

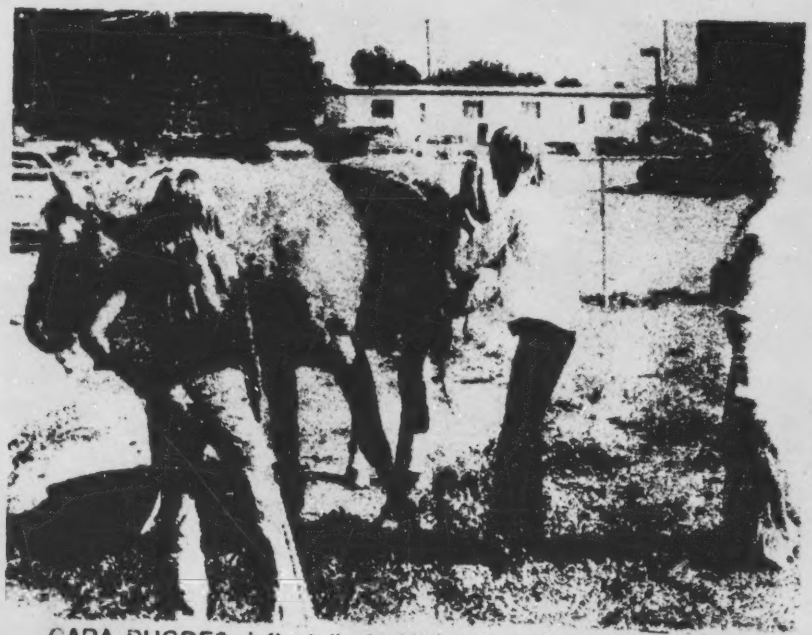
As hard as many dream, it just doesn't become a reality. But for approximately 600 Vernal Junior High students, that dream became temporarily a reality last week on Pioneer Day--a day to acquaint the students with tasks undertaken by the pioneers of our land.

They learned how to make soap, churn butter, make rag rugs and straw mattresses and milk a goat, in addition to other tasks performed daily by the American and Utah pioneers. They also learned how to start a fire with flint and steel, crack a whip; saddle, bridle and ride a horse; use a two-man bucksaw, wash clothes by hand on a washboard, make candles and fry bread. All of this was part of a day-long activity that related to periods of instruction cov ing the time period these jobs w done in American and Utah histor

According to Pioneer Day dinator Stephen Cook, a junior history teacher, the day-long coincides with Utah and Ame history instruction now going on history classes at the school. "It the students relate to what they' dying in the history classes," Doug Cook, history teacher and Pio Day assistant. Others assisting in t event included history teachers Rul Ewell and Kim Oliverson, hom economics instructor Michell Bell an resource teacher Pat Campbell.

The organizers of the activity hope to have it become an annual event with this being only the second Pioneer Day in three years. They feel the support by community members will be instrumental in having this on an annual

KAYLYNN CALDWELL advises Doug Gardiner and an unidentified student on the finer points in making fry bread.



CARA RHODES, left; Julie McMickell, center and an unidentified student go through the saddling and bridling station du

RIDING ON a bobsled is fun for students of Ashley Elementary 5th grade. The students helped feed the sheep herd of Lynn Siddoway during a study course. They investigated the sheep camp and leanred how much the sheep industry costs to manage today.

Fifth grade students study sheep industry

Wednesday of last week, the fifth grade students of Ashley Elementary visited the sheep ranch owned by Lynn Siddoway. While there the students investigated a real sheep camp.

Due to the large amount of snow this winter, the sheep are being fed by bobsled and a team of horses. Each student had the opportunity to ride on the bobsled and help feed the 2,200 sheep. They also had an opportunity to watch the sheep-dogs at work.

Everyone enjoyed the trip very much. They learned a great deal about the sheep industry.

Follow up activities were continued at the school where the students wrote poems and stories about the days activities. Math problems were also used to increase understanding of the sheep industry. Students figured how many pounds of corn and hay it would take to feed the 2,200 head of sheep a day, week, and month. They also figured the cost of the feed. The students were amazed at the amount of money, time and work it takes to run a sheep ranch

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Dr. Coombs, as well as speaking at the workshop, will also be assisting Dr. Colton and the career advisors throughout the year in the development and evaluation of the project.

Assisting Dr. Colton at the district level is Jenifer Decker, career education advisor for the district. She will assist in coordinating the teacher's efforts. Ms. Decker graduated in Secondary Education from Western State College located in Gunnison, Colorado. She majored in Special Education while minoring in Speech and Drama.

She reported the workshop held in September was attended by 30 local teachers--primarily from the elementary school system. The day-long workshop was designed to make the students aware of the alternatives in life such as jobs, vocational school and college. In providing alternatives to the students it is felt they can choose the direction they wish to follow.

She emphasized that career education as it is to be presented in the district will not be vocational oriented. "We'll help them apply for social security numbers and help them fill out job applications," she reported. Guest speakers will also be brought into the classroom for talks on various types of fields and careers that students may wish to enter. The speakers will also address how to go about entering different career fields.

AS THE ENGINE sounds increase, so does the number of hands over the ears at the Uintah Learning Center as Jim Mayes, background, demonstrates the pump truck uses.

Learning Center students hear mighty engines roar

The roar of the big Western Company pump truck barely muffled the squeals of joy of 74 students last Tuesday as John Rhodes and Jim Mayes, Western Co. employees, demonstrated the use of the truck to students of the Uintah Learning Center.

The demonstration by Rhodes and Mayes at the Center was conducted in conjuction with a career education unit the school is currently conducting on trucks. Debbie Mayes, learning center teacher, invited Rhodes and husband Jim to the center to demonstrate the function and uses of the truck.

The students, in learning the truck pumps several different fluids down a well to fracture a zone to extract more oil, also learned it's not a quiet business when running the pumping engine.

Mayes and Rhodes allowed several of the students to operate the remote control box, which, in turn, operated the engine loudly at a high speed much to their own and other students' enjoyment.

After the lecture and the running of the control box, the students were given a tour by Mayes with some students being allowed to inspect the cab and blow the truck's mighty horns—a never-ending delight for the students.

UINTAH LEARNING students got their share of how to run a Western Company pump truck through the use of a remote control box demonstrated to them by Jim Mayes, right foreground and John Rhodes, not pictured, at a lecture/demonstration last week.

POTTERS WHEEL is demonstrated by Pat Brown at the Festival of Fine Arts and Crafts held last week in the Uintah School District.

ALTA RUST beams as she displays her handiwork at the Festival of Fine Arts and Crafts. She is demonstrating the art of Crewel.

Craftsmen display arts during festival

The Festival of Fine Arts and Crafts drew in hundreds Friday night and Saturday morning at Vernal Jr. High. Arts and crafts, as well as craftsmen and musical performers, pulled together for the fair.

Little Gallery of Arts, Meg Hatch, president; Uinta Potters' Guild, Liz Enyeart, president and Photographic Art, David Condon, chairman, were represented.

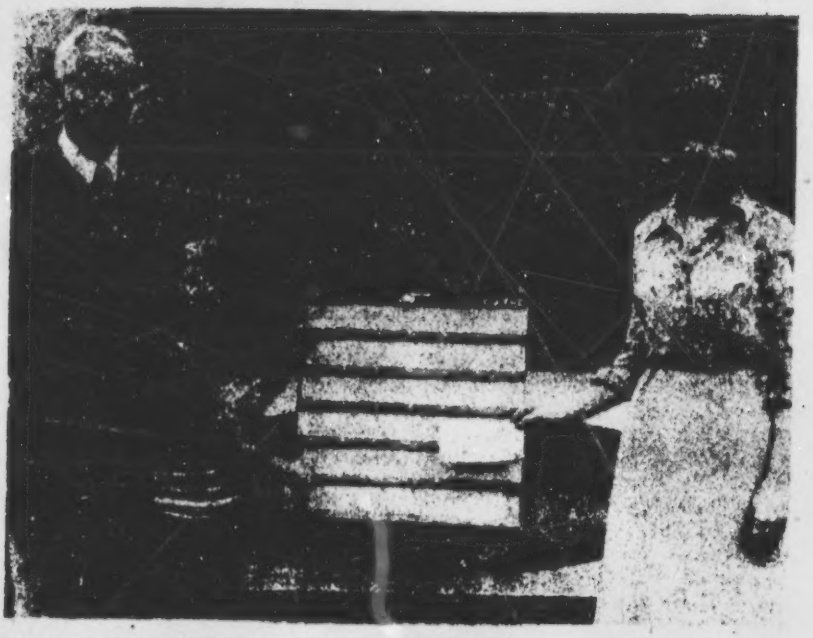
Arts and crafts displays from all the elementary schools and secondary schools in the Uintah School District demonstrated the many varied talents of the youth in our area.

Community artisans were on hand showing their abilities. Afghans, dried flowers, bunka, candle making, china painting, leather tooling, quilt making, rawhides and leather braiding, rug making and many other crafts were available for public enjoyment.

Some of the craftsmen actually demonstrated how to make their works of art, such as Alta Rust creating her rug and Pat Brown, Ralph Heft, Liz Enyeart and Debbie Slagle on the potter's wheel.

Friday evening, musical groups performed in the cafeteria to add variety and enjoyment to the displays. Senior Citizens' Band, Ashley Singers, Varsity Band members from UHS, Uintah Hi-Lights, UHS Jazz Ensemble, VJH Mixed Chorus and VJH Show Choir all performed.

The Festival of Fine Arts and Crafts was the last event of the Week of the Festival of Arts for the Young. The week was sponsored by the Uintah School District and involved hundreds of community members and even more students in the schools.



ASHLEY PRINCIPAL LEN GOTFREDSEN observes Alison Todd demonstrate the electrical board she constructed for the $19 bid price being presented by Lisa Hacking.

Students learn electronics, free enterprise system

A cooperative effort within the Uintah School District among the Career Education department, Title I and Mr. McMullin's sixth grade Ashley Elementary class has recently been completed with the motivation for student learning hopefully having been provided.

The project centered around Mr. McMullin's class which has been studying electrical circuits. One of the class projects was the making of electrical answer boards which Title I wanted to use in the student tutoring program.

The Title I program wanted to use the boards with questions and answers that light up.

Career Education became involved when they wanted to use the effort by the students to illustrate how the free enterprise system works.

For those students interested in making the electrical boards, specifications were written up by which students could construct a bid price for the construction of the board.

A contract to construct the board was awarded Alison Todd, the lowest bidder.

She constructed the board within the specified time period and was given a check for the bid price of $19, which included labor and materials. The board will now be used in the Central School Title I program under the direction of Title I teacher Rosa Eaton.

Music artist displays talent at Ashley school

Karen Gibbs, a talented singer f
Salt Lake City, was invited by Chris
Mullin, Kathy Moffat, teachers of
tah School District, with permissio
principal Len Godfredson to perfor
Ashley Elementary. She did two per
mances Friday for the lower and up
grades.

Karen conducted her first concert
grades (K-3) with songs familiar
young children such as "People on
Bus,", "John, Jacob, Jingleheim
Schmidt", and "I Found a Peanut" E

amples of songs she sang for the upp
grades were "There's a Hole in the B
tom of the Sea", "Kum Bah Yah" a
"Puff the Magic Dragon". Also s
sang an original composition from h
record album entitled, "Windo
Panes".

Karen worked later with Mrs. Mof
fat's third grade class after the pro
gram. She explained the steps o
songwriting. Karen and the class com
posed lyrics for a song, which she put to
music. The boys and girls were amazed
to find that songwriting could be so
easy. "All of us at Ashley School wer
fortunate to have an opportunity t
spend an afternoon with Karen," said a
representative of the school.

Mobile guidance unit at Uintah High during October

There is a rather dull looking trailer located at the Uintah High School whose appearance belies the exciting things contained within.

"Utah Board for Vocational Education Mobile Guidance Unit" the sign says, but what a wealth of information is encompassed in those words. According to Dr. Colleen Colton, director of curriculum, the trailer comes from the State Department of Education through the efforts of Dr. Wayne Reid, whose keen interest in career education is well known, the Uintah, Duchesne and Daggett School districts, Utah State University, UBAVC, Ute Indian Tribe and Employment Security Office.

"Dr. Reid," said Dr. Colton, "has made the statement that every graduate should be equipped when he leaves high school to do something constructive with his life, and the media offered within this mobile van can help him do just that.

"For example: A student names the occupation he is interested in (1 and 2). As he moves through the various stations in the van, the available materials answer questions concerning the two occupational choices. (1) Brief description of duties. (2) What personal characteristics would this occupation require of you? (3) What are the working conditions of the job. (4) What are disadvantages? (5) What would your earnings be? hours? future outlook? Additional information? Education or training?"

Thus he will exercise one of three options: (1) Intensive job preparation for entry into the world of work immediately upon graduating from high school; (2) preparation for post secondary occupational education; (3) preparation for a four year college or university.

learn to operate heavy machinery to shape and form tools, parts and metal articles, understand the process of heating and cooling, etc. In 1974, there were 74 bona fide blacksmiths in Utah."

Or how about a commercial artist? They should be imaginative, artistic, creative, punctual at meeting deadlines, fast; subjects to help you prepare, being able to paint or draw well does not automatically qualify a student to be a commercial artist. Commercial art training is needed.

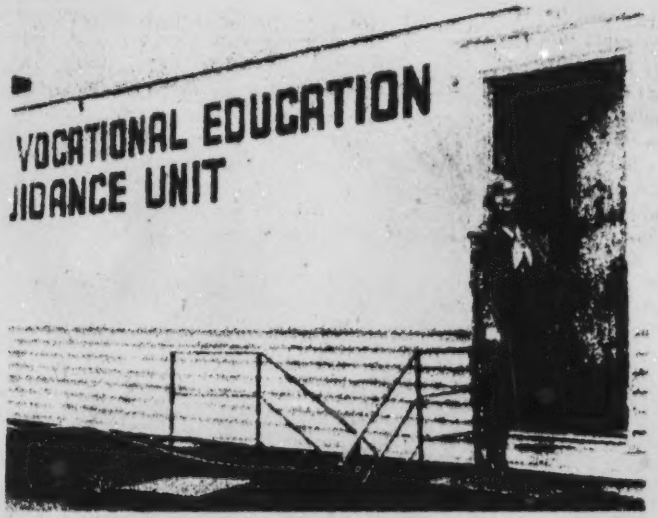
THE PROGRAM at Uintah High is under the direction of Chad Orton and Valda Massey, counselors, who will schedule groups for use of the trailer or information over the next two months. They will also disseminate materials to teachers for use in the classrooms.

Evening uses by any of the adult groups can be scheduled through Dr. Colton at the district office.

The vocational van will be at the high school during October; at the junior high and West Junior High during November, for use during the day; evenings will be available to Utah State Educational classes and the UBAVC; from December to May, the educational media van will be available at Roosevelt Junior High, Altamont, Duchesne, Tabiona and Union High Schools, Duchesne and Uintah county elementaries, including the New Life schools and to Daggett on request.

SO, YOU think, that's an awfully lot of reading and my Johnny was never very good at that--Johnny can pull a film strip and-or a tape cassette and using an individual projector and earphones, look and listen to the up-to-date vocational data he is interested in

"For instance," enthused Dr. Colton, "did you know that there is a great need for blacksmiths or hammersmiths? In addition to knowing the arts of the 'village



DR. COLLEEN COLTON stands on steps that could very well be the turning point in the lives of a great many students as well as adults.

BOB WILSON, Barbara Lacy and Darcy Stewart exchange ideas during a meeting concerning Barbara's and Bob's two-week residency in Vernal.

AIS workshop to be conducted

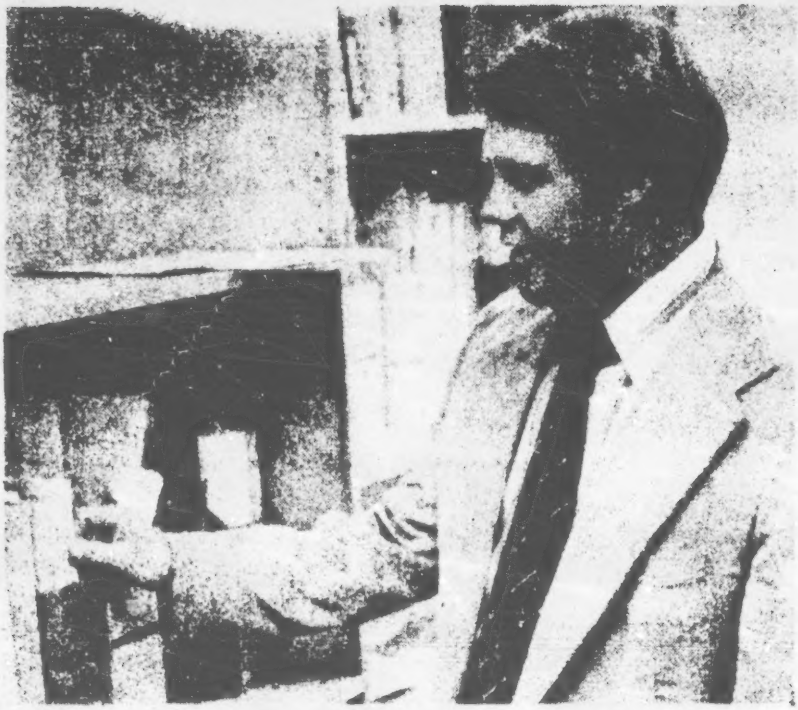
The Artist-in-School program currently underway in the Uintah School District will be conducting teacher workshops and community workshops under the direction of participating artist Barbara Lacy of Seattle and her assistant, Bob Wilson.

They began their two-week residency in the district Monday, February 26, at Central Elementary School. They are scheduled to remain at Central for the remainder of this week before moving on to Maeser next week where the residency will be completed Friday, March 9.

During the time they're in the school system with the students, they will also conduct teacher workshops on Tuesdays and Thursdays beginning at 4 p.m. at the Central school auditorium.

A workshop is also planned this Saturday, March 3, for community members interested in dance and dance movement. The workshop begins at 9:30 a.m. in one of the school's gyms. For further information, contact Teresa Murphy, 789-0363, or Ted Taylor, 789-0020.

One of the highlights of the residency this week will be a demonstration put on by Darcy Stewart's third grade class at Central. Selected as Barbara Lacy's core class while in the school, the class will be presenting a demonstration of their week with Barbara beginning at 1:30 Friday, March 2, in the Central school auditorium. The demonstration is free and open to the public.



DR. BILL MURPHY sifts through career information that will assist him in guiding students at Uintah High School in the right direction after they finish school.

STUDENT COUNSELING is just one of the many duties assigned to Dr. Bill Murphy, Uintah High School Assistant Principal.

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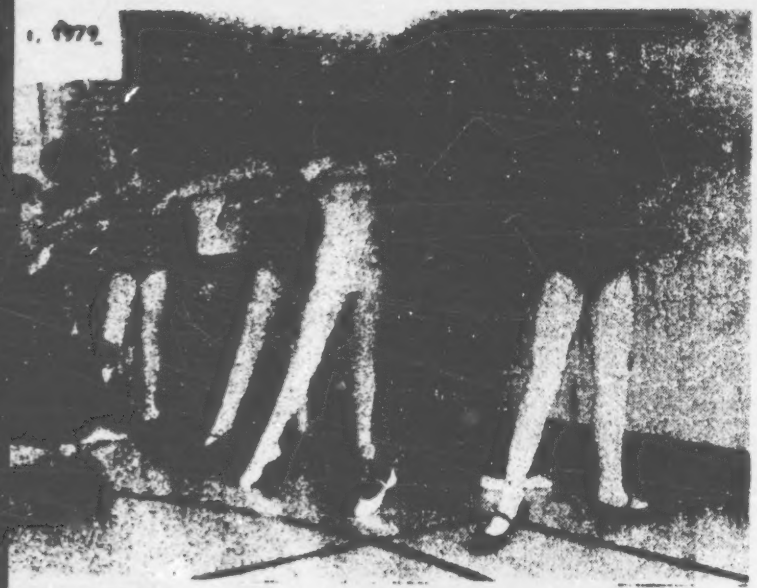
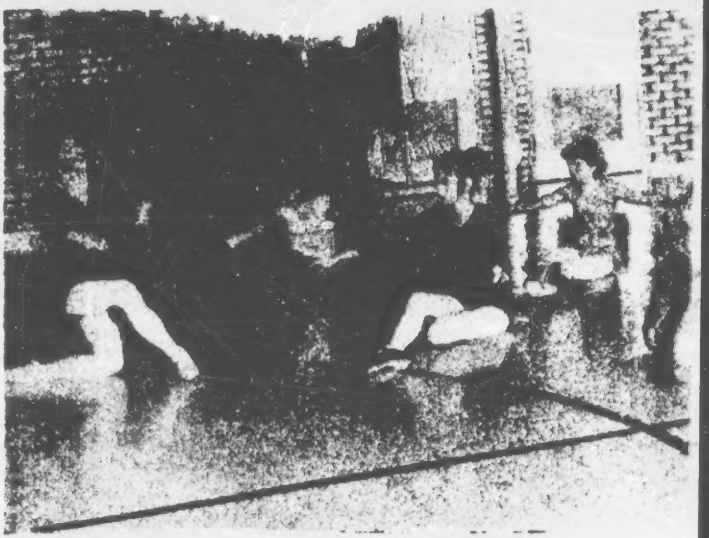


A BALLET dancer is always graceful. Ulla Ames, instructor for the new Vernal ballet classes, shows the girls how to stand as if they are holding onto a practice bar. The girls are, left to right, Kim Gibbs, Sheila Batty, Laura Howard, Randy Jones, Minna Higley, Jill Hampton and Lisa Tilly.



"RISE AS if you have a large brass pole on which to hold gracefully," says Ulla Ames during ballet class. Student front row, l-r, Lisa Tilly and Kim Gibbs; back row, l-r, Howard, Sheila Batty and Randy Jones.

The Fine Art of Ballet classes held in Vernal

e Ames School of Ballet held its class in Vernal Saturday at Ashley mentary. Ulla Ames, instructor, d the 'budding ballerinas' through st bases from beginning to more nced moves for the older students. rs. Ames, formally from Finland, taught ballet for 15 years, six in the ah Basin. She gleaned her teaching nique from background in the ian school in Finland, where the phasis was placed on elevation and pted the guide footwork mastered the Italian school.

e petite ballet instructor began al training at ten, performed with Finnish Theatre, and studied with Canadian Royale Ballet School, ntreal. She also studied at Brigham ng University and the University of h, and has been associated with don Paxman, U of U and William ristensen, Ballet West.

e feels that ballet is one of the fine and needs to be taught as such. "It comprised of dance, music and me, to enhance the childs' artistic elopments. It gives the opportunity develop awareness of one's body and ca lities for movement, ex- sion and sensitivity to music, forming experience in mime ugh stage production," she com- ted.

Mrs. Ames and her husband, Allen, o serves as director for the stage ductions, presented the "Nut- cker" in Roosevelt and Duchesne at Christmas time last year. It featured dancers from students of the Ames Ballet classes in Roosevelt.

"We hope to have the "Nutcracker" as a tradition with our students," said Mrs. Ames. "This is the first time that the full "Nutcracker" with children ranging in age from 4 to 18 has been presented. We had 36 dancers in the performances. We hope to have a cast from each area, Duchesne, Vernal and Roosevelt next year. It is also our dream to have a Basin Ballet and Orchestra here," she said.

Ulla is a member of the Royal Academy Childrens Cylibus, which is an international association. The students in her classes are graded once a year by examiners from Europe, in the correct standard of dancing. "This will help us know where the children stand in the national standards," Mrs. Ames commented. There are five Royal Academy ballet schools in the Intermountain area.

At the present time the Ames' have six classes in Duchesne; four in Roosevelt; three in Altamont and six in Vernal. Movements taught are from pre-ballet to senior grade.

Allen stated that he doesn't dance ballet, but can definitely tell when part of the choreography is wrong. Five of the Ames' six children participate in their parent's productions which have included "Red Shoes", "Cinderella" and the "Nutcracker".

APPENDIX I

Any student who has not registered for the classes for the CAREER FAIR May attend only the following sections, as all others are filled.

Julie Merino 3rd Period only	Free Lance Writing Room
Vaughan Francis 3rd only	Forestry
Brent Hanchett	Landscape Architecture
Frank Hanchett 3rd only	Criminology
Robert McCrea	Criminal Law
Kyle Hall	Art Related Careers
Jim Zambo	Outdoor writing & Photography
Dan Muse	Why a College Education
Tom Murphy	Journalism
Dr. Ed Casperson	Veterinary
Bobbie Mott	Real Estate
Glade Watkins 3rd Only	Pharmacy
Legal Secretary	legal secretary
Dan Price 2nd period only	Dentistry
D. Davies	National Park Service
Brad Wallis	Banking/Savings & Loan
Mike McKee	Radio Broadcasting
Dan Lee	Nursing
Allen White 1st only	Radio Advertising
Asmundsen & Stewart	Song writing & composing

STUDENTS NOT REGISTERED MUST REPORT THEIR NAME TO THE TEACHER IN CHARGE TO BE ADDED TO THE ROLL OR THEY WILL NOT RECEIVE CREDIT FOR ATTENDING AND WILL RECEIVE AN UNEXCUSED ABSENCE.

APPENDIX J

Dear Parents:

The Uintah School District is presently attempting to strengthen its Career Education program by developing a systematic K thru 12 instructional program. We are interested in the feelings of the adult community regarding the concept of career education so we can implement a program that will best meet the needs of the entire community. Your responses to the following questions will be greatly appreciated.

The following are career education concepts as proposed by the State Board of Education to be taught at the various levels in the educational system. Please indicate your response to each statement, and make any comment you wish to make.

EDUCATION AND WORK ARE INTERRELATED

Awareness Grades K-3

The Student:

1. Becomes aware of the relationship between school subjects and the world of work.
   Agree_____ Disagree_____

2. Recognizes that learning helps a child accomplish necessary tasks in the same manner that learning helps an adult accomplish his tasks.
   Agree_____ Disagree_____

3. Becomes aware of the relationship between basic skill development and various identifiable life roles within the community.
   Agree_____ Disagree_____

COMMENTS: _____

Exploration Grades 4-6

4. Recognizes that different kinds of work require varying degrees and types of educational preparation.
   Agree_____ Disagree_____

5. Understands the relationship between the similarities and differences of [illegible] and learned skills.
   Agree_____ Disagree_____

6. Realizes the degree of school subject competency now will have an influence on career choice.
   Agree_____ Disagree_____

COMMENTS: _____

Exploration Grades 7-9

7. *Identifies the special skills necessary for predicted or desired life goals.*

Agree_____ Disagree_____

COMMENTS:_____

_____

Adaptation Grades 10-12

8. *Chooses, plans for, and enrolls in appropriate classes or programs for the acquisition of the necessary specific skills for proficiency in his anticipated career choice.*

Agree_____ Disagree_____

9. *Analyzes the relationship between learning and earning through on-the-job experience.*

Agree_____ Disagree_____

10. *Realizes how much time, money, and effort is required in the pursuit of any chosen occupation.*

Agree_____ Disagree_____

COMMENTS:_____

_____

The following individual concepts may be taught in career education through the various levels of the educational program. Please circle the response that indicates whether or not the item should be included in a career education curriculum.

1. Self-understanding and career selection — Agree_____ Disagree_____
2. Use of interest inventories and aptitude tests — Agree_____ Disagree_____
3. Decision making process — Agree_____ Disagree_____
4. Goal setting process — Agree_____ Disagree_____
5. Self honesty on your job — Agree_____ Disagree_____
6. Proper attitudes on the job — Agree_____ Disagree_____
7. Work habits — Agree_____ Disagree_____
8. Personal values and your job — Agree_____ Disagree_____
9. Applying for a job — Agree_____ Disagree_____
10. Completing a job application — Agree_____ Disagree_____
11. Writing your personal resume' — Agree_____ Disagree_____

12. Starting a job

13. Making use of employment agency services Agree_____ Disagree_____

14. Social Security and the working person Agree_____ Disagree_____

15. Training and educational requirements for your job Agree_____ Disagree_____

16. Training in specific skills Agree_____ Disagree_____

17. School credit for on-the-job experience Agree_____ Disagree_____

Please list other concepts you feel should be taught in the career education curriculum of the school.

_____

_____

_____

A new requirement imposed by the State Board of Education states that a student must complete one of the following options to qualify for high school graduation:

OPTION 1 - A minimum of one semester (75 hours) of school supervised work experience.

OPTION 2 - A minimum of one semester (75 hours of school supervised service experience.

OPTION 3 - Complete a minimum of four (4) units of class work related to the student's career goal.

Please express your opinion regarding this new requirement.

Agree_____ Disagree_____

COMMENTS:_____

_____

Please feel free to make any comments or suggestions you would like to regarding the career education program in Uintah School District.

_____

_____

_____

_____

APPENDIX K

UINTAH SCHOOL DISTRICT
VERNAL, UTAH

CAREER EDUCATION

ELEMENTARY STUDENT QUESTIONNAIRE GRADES 1-3

School_____ Grade_____ Boy _____ Girl_____

Directions: Place an X in the box under Yes or No as your answer to each question. If this question does not apply to you, please mark the N/A box.

	Yes	No	N/A
1. Do you know where your father works?			
2. Do you know what things your father does at work?			
3. If your mother works outside your home, do you know where she works?			
4 If your mother works outside your home, do you know what things she does at work?			
5 Have you ever visited your father at work?			
6. Have you ever visited your mother at work?			
7. Do you know what kind of job you want to have when you are through school?			
8. If you have made a decision about a future career, do you know how many years of school you will need?			
9. Do you know what school subjects you really like and are good at?			
10. Are your best subjects the same as what you will use for your future career?			
11. Do you have hobbies or out-of-school activities that you can also learn more about in school?			
12. Do you know what kinds of careers are available in your local community?			
13. Do your teachers often tell you now what you are learning in school will help you in your future career?			
14. Do you know whom to see in your school to get information about careers?			
15. Do your teachers have people come to your classes to tell you about careers?			
16. Does your school library or counseling office have a lot of books about careers?			
17. Do you go on field trips to learn about careers?			

UINTAH SCHOOL DISTRICT
VERNAL, UTAH

CAREER EDUCATION

ELEMENTARY SCHOOL QUESTIONNAIRE GRADES 4-6

School_____ Grade_____ Boy _____ Girl_____

Directions: Place an X in the box under Yes or No as your answer to each question
If this question does not apply to you, please mark NA

1 Do you know where your father works? Yes_____ No_____ Where?_____

2 Do you know what things your father does at work? Yes_____ No_____ What?_____

3 If your mother works outside your home, do you know where she works? Yes_____ No_____
Where?_____

4. If your mother works outside your home, do you know what things she does at work? Yes_____
No_____ What?_____

5 Have you ever visited your father at work? Yes_____ No_____

6. Have you ever visited your mother at work? Yes_____ No_____

7. Do you know what kind of job you want to have when you are through school? Yes_____ No_____
What kind of job?_____

8. If you have made a decision about a future career, do you know how many years of school you will need? Yes_____ No_____ How many?_____

9 Do you know what school subjects you really like and are good at? Yes_____ No_____
What subjects?_____

10. Are your best subjects the same as what you will use for your future career? Yes_____
No_____ Don't know_____

11. Do you have hobbies or out-of-school activities that you can also learn more about in school? Yes_____ No_____ What hobbies or activities?_____

12. Do you know what kinds of careers are available in your local community? Yes_____ No_____
Name three of these careers: a _____ b. _____ c. _____

13. Do your teachers often tell you now what you are learning in school will help you in your future career? Yes_____ No_____

14. Do you know whom to see in your school to get information about careers? Yes_____ No_____
Whom?_____

15. Do your teachers have people come to your classes to tell you about careers? Yes_____
No_____

16. Does your school library or counseling office have a lot of books about careers?
Yes_____ No_____ Don't know_____

17 Do you go on field trips to learn about careers? Yes_____ No_____

Completed by _____ Date _____

To the best of your ability and knowledge, indicate the extent (%) to which you feel each of the following objectives has been accomplished in your district.

	0	10	20	30	40	50	60	70	80	90	100	Total
1. Students, through self-assessment, have discovered their particular interests, aptitudes, and abilities.												
2. Students have access to career information, skill testing, and development of abilities.												
3. Students have techniques and skills to make educational and career choices.												
4. Students' needs and interests serve as a basis for their learnings.												
5. Career exploration and self-assessment have been infused into the curriculum, and into co-curricular activities.												
6. School subjects are related to students' future careers and occupations.												
7. Learning experiences for students are provided outside the school.												
8. Students look in-depth at careers in relation to self.												
9. Students observe and investigate people and occupations.												
10. Students view future careers as an integral part of the individual's identity.												
11. Students have broadened their horizons and possible opportunities.												
12. Students have become aware of the systematic groupings of occupations.												
13. Students have identified two or three career clusters of particular interest and explored the many aspects of each cluster.												
14. Students have explored the kinds and types of occupations without regard to sex-role stereotyping.												
15. Students have developed skills for personal and career decision-making in relationship to self awareness and values clarification.												

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Page Total _____

COMMUNITY QUESTIONNAIRE

I. Background Information

A. District_____ B. Male_____ Female_____

C. Are you responding to this questionnaire as a (please check all positions that apply)

_____School Board Member? _____Accountability Committee Member?

_____Advisory Council Member? If so, which council(s)? _____

_____

_____Parent? _____Business operator or manager? _____Employee of a firm or agency? _____Senior citizen? _____Self-employed person?

D. Are you a parent of children who attend school in this district? Yes_____ No_____

E. Has your district identified Career Education as a priority goal?

Yes_____ No_____ Don't Know_____

F. If yes, at what grade levels? (Check as many as apply)

K-3_____ 4-6_____ 7-9_____ 10-11_____ K-12_____

II. Survey Directions: We would like you to answer as many questions as possible to give your opinion on what is happening for students in this district in regard to career education. Although each section has a D.K. or Don't Know response, we hope you will avoid choosing that answer too often. We are interested in how you feel even though you may not have exact detailed information on which to base your answer.

A. Directions: For each of the items 1-10, please indicate the degree of awareness you feel the average student in grades 6, 9, and 11 has about Career Education as follows:

VA = Very Aware

SA = Somewhat Aware

NA = Not Aware

If you are uncertain, please mark D.K. (Don't Know).

Item	Gr. 6	Gr. 9	Gr. 1
1. Knowledge of where parent(s) is/are employed			
2. Knowledge of what kind of job parent(s) holds/hold			
3. Possible career choices			
4. Abilities and interests in relationship to school subjects			
5. What courses they will need for possible future careers			

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PROFESSIONAL STAFF QUESTIONNAIRE

District_____ Male_____ Female_____

Position:

_____Central Staff Administrator

_____Building Administrator

Elementary_____Middle_____High School_____

_____Teacher Elementary_____Middle_____High School_____

A. Has your district identified Career Education as a priority goal?

Yes_____ No_____

B. If yes, at what grade levels? (Check as many as apply)

K-3_____ 4-6_____ 7-9_____ 10-12_____ K-12_____

C. Since graduating from college, have you ever held a job in a field unrelated to education?

Yes_____ No_____

Part I

Directions: For each of the items 1-10, please indicate the degree of awareness you feel the average student in grades 6, 9, and 11 has about Career Education as follows:

VA = Very Aware
SA = Somewhat Aware
NA = Not Aware

If you are uncertain, please mark D.K. (Don't Know)

Items	Gr. 6	Gr. 9	Gr. 11
1. Knowledge of where parent(s) is/are employed			
2. Knowledge of what kind of job parent(s) holds/hold			
3. Possible career choice			
4. Abilities and interests in relationship to school subjects			
5. What courses they will need for possible future careers			
6. Years of schooling or training required for possible future career			
7. Relationship of abilities and interests for possible career choice			
8. Where to find career materials at their school			
9. Whom to see at their school for career information			
10. Relationship of participation in school clubs and sports to future careers or leisure-time activities			

COUNSELORS

School name_____
High school_____ Jr. high school_____ Elementary school_____

Please check the appropriate boxes.

1. Are interest inventories administered to students in your school?
   Yes, on a regular basis_____ Yes, on an irregular basis_____
   No_____

2. If interest inventories are administered to students in your school, are the individual results discussed with each student?
   Yes, all students_____ Selected students only_____ Not to your knowledge_____

3. Are aptitude tests administered to students in your school?
   Yes, on a regular basis_____ Yes, on an irregular basis_____
   No_____

4. If aptitude tests are administered to students in your school, are the individual results discussed with each student?
   Yes, all students_____ Selected students only_____ Not to your knowledge_____

5. What is your estimate of the availability of career information for students in your school district?
   Excellent_____ adequate_____ inadequate_____ non-existent_____

6. Do you think it important for you to work with teachers in program development related to career education?
   Yes_____ no_____ somewhat_____

7. Do you have opportunities to work with teachers in program development related to career education?
   Yes_____ no_____ minimally_____

8. As students plan their course work, are they generally seeing courses they take as affecting their careers and life styles?
   Yes_____ no_____ minimally_____

9. What is your estimate of the percent of time you are able to spend counseling students in the following areas:
   a. career selection 10% or less_____ 20%_____ 30%_____ 40%_____
      50% or more_____
   b. life styles related to careers 10% or less_____ 20%_____ 30%_____
      40% _____ 50% or more_____
   c. individual interests and abilities 10% or less_____ 20%_____ 30%_____
      40%_____ 50% or more_____

10. Are special programs set up to help assure that high school students have skills in obtaining and keeping jobs such as filling out application forms, interviewing, punctuality, dressing appropriately, maintaining good human relations on the job, etc.?
    Yes_____ no_____

11. Do you consider career education to be your responsibility?
    Yes_____ no_____ minimally_____

School _____

Teacher _____

Date _____

Uintah Career Education Awareness Survey
Fourth Grade
Part I

There are two parts to this test. This part will be timed by your teacher. Part two will be given to you after this part is finished.

1. In five minutes list all the occupations you can think of in your community.

School _____

Uintah Career Education Awareness Survey
Fourth Grade
Part II

Teacher _____

Date _____

2. Write four occupations in each career cluster:

a. Agriculture Occupations

1.
2.
3.
4.

b. Business and Office Occupations

1.
2.
3.
4.

c. Construction Occupations

1.
2.
3.
4.

d. Transportation Occupations

1.
2.
3.
4.

e. Health Occupations

1.
2.
3.
4.

f. Public Service Occupations

1.
2.
3.
4.

3. From the occupations below, place each one under the list which best describes the working condition:

farmer	oil driller	fisherman
teacher	sales person	trapper
truck driver	plumber	minister
forest ranger	professor	baby sitter
baker	nurse	secretary
miner	veterinarian	auto mechanic

Works outdoors most of the time

Works indoors most of the time

4. Write five questions you would ask your parents about their work:

1.
2.
3.
4.
5.

School _____

Teacher _____

Date: _____

Uintah Career Education Awareness Survey
Fifth Grade

1. Write five occupations in each career cluster:

a. Agriculture and Natrual Resources

1.
2.
3.
4.
5.

b. Construction

1.
2.
3.
4.
5.

c. Business and Office

1.
2.
3.
4.
5.

d. Transportation

1.
2.
3.
4.
5.

d. Health

1.
2.
3.
4.
5.

f. Public Service

1.
2.
3.
4.
5.

2. List ten work habits which are important to the success of an employee.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

3. What rights and responsibilities do the people have in the following careers?

a. Policemen b. Farmers c. Store clerks d. Teachers

Rights:

Responsibilities:

School _____

Teacher _____

Uintah Career Education Awareness Survey
Sixth Grade

Date _____

1. Write five occupations in each career cluster.

a. Agriculture Occupations

1.
2.
3.
4.
5.

b. Business and Office Occupations

1.
2.
3.
4.
5.

c. Construction Occupation

1.
2.
3.
4.
5.

d. Transportation Occupations

1.
2.
3.
4.
5.

e. Health Occupations

1.
2.
3.
4.
5.

f. Public Service Occupations

1.
2.
3.
4.
5.

2. Explain how the following careers relate to each other:

a. Truck driver and grocery store owner: _____

_____

b. Traveling salesperson and an automobile mechanic: _____

_____

c. Forest ranger and lumberjack: _____

_____

Teacher_____

Date_____

Uintah Career Education Awareness Survey
Secondary Level

1. Match the Occupations in line B with the most correct career cluster in list A by writing the number of the occupation behind the career cluster. Caution: Some career clusters may have more occupations than others.

List A: Career Clusters

1. Agri-business and Natural Resources_____
2. Business and office_____
3. Manifacturies_____
4. Marketing and Distribution_____
5. Marine Science_____
6. Environment_____
7. Public Service_____
8. Health_____
9. Communication and Media_____
10. Hospitality and Recreation_____
11. Personal Services_____
12. Construction_____
13. Transportation_____
14. Consumer and Homemaking_____
15. Fine Arts and Humanities_____

List B - Occupations

1. Plumber
2. School Teacher
3. Lawyer
4. Secretary
5. Farmer
6. Sheepherder
7. Nurse
8. Actress
9. Homemaker
10. Truckdriver
11. Miner
12. Librarian
13. Principal
14. Mechanical Engineer
15. Lathe Operator
16. Insurance Salesperson
17. Gas station attendant
18. Waitress
19. Pilot
20. Dentist
21. Warehouseman
22. Personnel Director
23. Carpenter
24. Brickmason
25. Oil Rigger
26. Assembly line worker
27. Rancher
28. Senator
29. Forrest ranger
30. Oceanographer
31. Disc jockey
32. Surveyor
33. Ambulance Driver
34. Beautician
35. Game Warden
36. Motor boat repairman
37. Historian
38. Taxi cab driver
39. Cook
40. New reporter
41. Garbageman
42. Motel Operator
43. X-ray technician
44. Bulldozer operator
45. Sales Clerk
46. Boom operator
47. Government employer
48. Custodian
49. Banker
50. Mail Carrier
51. Minister
52. Door-to-door Salesman
53. Railroad engineer
54. Electrician
55. County Agent
56. Veterinarian
57. Garage mechanic
58. Barber
59. Store Manager
60. Professor

Here is a short list of needs. Each one seems important to a lot of people. Can you name an occupation (a kind of work) or a job title that seems to you to offer a good chance to satisfy people who are strongly governed by each of these needs?

Personal Needs	Occupation or Job Title
____1. Adventure, excitement, danger	
____2. Wealth (money)	
____3. Power, authority	
____4. Security	
____5. Solitude (working alone)	
____6. Cooperation (working with others)	
____7. Independence (being your own boss)	
____8. Leadership, responsibility (supervising others)	
____9. Dependence (taking orders, avoiding responsibility)	
____10. Knowledge and new ideas	
____11. Helping others	
____12. Fame	
____13. Recognition, approval	
____14. Stability (familiar things-not much change	
____15. Change (restlessness-new places, new people)	
____16. Religion	
____17. Self Realization	
____18. Personal Esteem	
____19. Social Acceptance	
____20. Physical Comfort	

Put an X in front of the ones of these 20 needs that seem to appeal to you.

UINTAH SCHOOL DISTRICT
CAREER EDUCATION DISTRICT COMMITTEE

MID YEAR REPORT

NAME_____SCHOOL_____DATE_____

1. List two things you personally have done to build Career Education in your school this year.

_____

_____

_____

_____

2. Has your school had any Career Education Inservice this year?_____
Do you have any plans for inservice at this time?_____

3. List the approximate number of Career Education activities you have had in your own classroom this year._____

4. How many community resource people have you invited into your classroom to this date?_____

5. How many times have you utilized the services of the Career Education Aides or the Career Centers for any program this year?_____

6. Have you attended either of the Career Education Inservice Workshops sponsored by the district?_____

7. Estimate approximately the number of hours you have spent in working on the District Career Education Committee so far this year._____hours.

8. Have you presented or arranged to have the district Career Ed Program explained to your faculty?_____

9. Approximately how many teachers in your school have you contacted or talked to about the Career Education Program, either formally or informally?_____

10. Have you worked out a utilization schedule for the Career Center for your school? (either the mobile or permanent center)_____

11. What is the best thing you have done in Career Education this year?

_____

_____

_____

_____

_____

12. What do you believe we should do, district wide, to improve the Career Education Program?

_____

_____

_____

_____

13. Are you knowledgeable concerning the curriculum materials available for teaching Career Education in your own teaching area?_____

14. Have you had any public relations endeavors for your school this year? (Newspaper articles, letters to parents, P.T.A., etc.)_____

How many? ____

15 Insert = 6

16. Do you feel the District C.E Committee served a useful purpose? ____ Should the committee continue even without funding? ____ If so, Would you be willing to serve next year? ____

17 Additional comments about U.S.D.# Career Ed Program. ____

APPENDIX L

NEWSLETTER

CAREER EDUCATION DEVELOPMENT ADVENTURE

Uintah School District

VERNAL, UTAH

84078

TRAVELING NOTES
Submitted by Carolyn Hanchett

Career Ed has put on many miles this month via several field trips from the junior and senior high school students.

At Vernal Junior High, Mrs. Chevalier's drama class, Mr. Gurney's speech class, and Mrs. Palmer's special ed class had the opportunity to tour the Osmond Studio in Provo. The students thoroughly enjoyed the tour and were delighted to see, talk, and have pictures taken with Jay Osmond.

Mr. Bishop and Mr. Harrison each sent three of their math students out to the State Board of Education Computer Center to spend the day learning how the computer receives, translates, and stores data and what various job opportunities there are in the computer field.

Mr. Mangrum's Career Ed class spent the day at Utah Trade Tech in Salt Lake City, and three students have indicated a tentative decision to attend the school when they complete high school.

Seven students from the high school also learned about computers at the State Board of Education Computer Center at which time they were met with a huge print out welcome from the computer.

More career education trips have been scheduled for this coming month.

The career center at the Vernal Junior High has had many students coming into the center to utilize the materials as well as the films shown in the classroom.

ASHLEY ANNOUNCEMENTS
Submitted by Arvid Oakley

The Career Education trailer has been at Ashley Elementary for the past four weeks. The students and teachers expressed satisfaction with the accomplishments of the students during the four week stay of the trailer. The students not only learned a great deal about the different careers available to them, but also some of the requirements they will need to be ready to go into the career in which they are intersted.

Mrs. Moffat's third grade class recently took a field trip to the Mountain Bell Telephone Company as part of their career adventure. The trip included a tour of the building, an explanation of the mechanics of the Bell System, incoming calls both local and long distance, radio signals dispatched, and emergency provisions.

Mrs. Gilbert took her sixth grade class to the Vernal Express Newspaper Office. They were shown just how the newspaper articles were collected, typed and printed. The students learned about the various jobs connected with the newspaper and how important the proper use of English is in reporting the news. They have followed up on their field trip in various ways, including a written report and doing some proof-reading. The class has also experimented with paper making which has proved most interesting and even a little messy. Most students were able to make their own paper.

Mr. McMullin's science class at Ashley is currently working on a unit in mechanics. The students are learning to disassemble an internal combustion engine while learning the names and functions of the different parts. After they assemble the engine, it must be capable of operating properly.

Mr. Oakley's class recently went on a bike hike to hunt for selenite gypsum crystals. The best crystals went into collections that the students are making as they learn about geology and mineralogy and the careers associated with these fields. The students also saw a small open pit mine where gypsum was once mined.

CENTRAL'S CORRESPONDENCE

Submitted by Dennis Spackman

Central Elementary sponsored an Environmental Fair on March 23, 1979. Several careers were introduced during the fair. The day was divided into 30-minute periods. Students were able to meet Michelle Weeks of the Utah State Humane Society, Smokey Bear, Forest Ranger, a representative for the Dinosaur Quarry, Mosquito Abatement Program and several other people in the community. It proved to be a very exciting and enlightening day.

The first, second and third grades are still continuing with their "One and Only Me" programs. Many interesting things have been presented. One class role-played a waiter and waitress, and each student received free treats at J.B.'s Big Boy Restaurant. Some of the students' fathers brought their big trucks over to Central and let the children see the trucks as well as blowing the big horns. A machinist brought all his tools to school and explained the different uses of each to the students. Parents of the students can really bring interest into the classroom.

The first and second grades are also continuing with the career education workbooks that were made up for them by Mrs. Bishop and Mrs. Ferguson.

The first grade also recently completed a newspaper unit. They learned how news is gathered and printed and then delivered. Special emphasis was given to the job of a paper boy. Students even wrote news items and made a newspaper booklet. This was most interesting to all students who participated.

MAESER MEMOS

Submitted by Jana Kunz

The first grade at Maeser has had a special treat this past month by having many guest speakers come into the classroom to tell the students about their jobs. Many of these speakers were parents of the students in the particular classroom.

The whole school has been dental care conscious as each class was involved in completing a unit on Dental Health.

Smokey Bear came to visit Maeser Elementary along with his friend the Forest Ranger.

NAPLES NOTES
Submitted by Peggy Ence

The kindergarten classes went to the library and have a visit to the airport planned with their unit on transportation. They are involved in a general overview of careers. Also, they are planning a fashion show in May.

The first grade at Naples did a safety week, safety at school, bike safety and safety in the community. Along with this unit they visited the Fire Department and Police Department.

The fourth graders studied a unit on local and state government with a visit from a Vernal City Councilman, Mr. Anfinson. Also, they are going to make pottery from clay that they have gotten from the Buckskin Hills. They also plan to visit the old kiln at Ouray. The students will also visit the Ouray Bird Refuge and Richens Bird Ranch.

The third grade is involved with the study of energy and hydroelectric power and are going to visit Flaming Gorge Dam. They just finished a unit on city government with a visit from the mayor and city council and a visit to the city shop and a policeman.

Naples second grade has just finished a unit on the farmer. They also made booklets about their father's career. They plan to visit the fish hatchery and study a unit on the forest service.

Our fifth and sixth grades hope to have a visit from Glade Sowards on state government. The sixth grade is planning a geology trip to Dry Fork Canyon. The fifth grade has a fantastic trip planned to visit Provo. They are going to visit the Osmond Studio, Billings Energy Corp., see the hydrogen cars, tour B.Y.U., and go to the Star Palace Disco Building.

CAREER ED NEWS

ASHLEY'S ANNOUNCEMENTS

The Kindergarten has studied the careers of bus driver, and policeman. They are currently studying the senses and hope to tie in a unit on homemaking.

The first grade is studying the occupation of bus driver and also taking a look at the school community. They are inviting parents into the class to talk about careers. They plan to study the egg industry soon.

The second grade is studying the bakery, food services and postal services. They are planning to do a dental unit.

In the third grade they are studying the County Government and transportation. They will be looking at the saddle industry and the farm industry.

Mr. Oakley's sixth grade math class has become interested in flying. They were excited to learn that it is possible to obtain a glider license at age 13, and a pilot license at age 15. A pilot must use a lot of math, this is a good motivation to study hard in math. Mr. Oakley has brought some airplane instruments and a flight computer to class. The class gets one aviation problem each day that is related to the regular math assignment for that day. Several students have expressed interest in obtaining a glider license.

Mr. McMullin has an exciting project going with his sixth grade students. They are building electric circuit boards. Mr. McMullin said his science class is currently studying the concepts of electricity, how electricity is produced and used. Part of the program is centered around the idea of circuits so his class is making computer type circuit boards as a learning situation. Many of the students are constructing math computers which require considrable circuitry. Each individual is required to soder his own connections for his circuits. It's a fun project as well as a teaching, learning situation.

CENTRAL'S CORRESPONDENCE

The first three grades at Central are using a program called "The One and Only Me", "Spotlight 5", "Important I", or "Star 5". The program is being called different names by different grades. Each week one of the students is honored. He puts up a bulletin board about himself. The other children write letters to him telling him what they like about him. The student is also able to invite a guest, usually mom or dad, to the school to tell of their occupation or hobby. They have had a radio announcer, oil field worker, golfers, theater owners, bank tellers, pharmacists, and many more.

The first grades are also going through a Career Booklet, coloring type, and learning about the careers as they go. They visited the police station and went through a unit on the supermarket at the career ed trailer. One of the classes has done a unit on the post office.

CENTRAL'S CORRESPONDENCE CONT'D

The second grades have done units on the bakery, sounds, house building and on the dairy industry.

The third grades have been studying various units such as: optometrist, dentistry, self awareness, safety, city and community, food and government. Visits have been made to the bank, city offices, fire department and police department.

We have had the career trailer at the school during the month of January. Each student of the fourth, fifth and sixth grades was able to go out once a week for instruction in different occupations. The first through third grades were able to go out once a week to get acquainted with the trailer and get some instruction on different careers. We really enjoyed having the trailer at Central School.

MAESER MEMOS

We are anxiously awaiting the hookup of the career ed trailer at Maeser school. The curiosity is getting the best of the students and every day the question list grows longer.

The fourth grade students did a unit on solar heating. This is something new to Vernal and they are currently waiting for a license to start operation. The students visisted the mobile trailer and found this to be most interesting. Cheryl Johnson's mother visited the class and told about her profession.

NAPLES NOTES

Naples School has been studying about careers of the past. Each grade has taken several skills and lots of crafts from the Colonial Days. As the students learn these skills from resource artists, they are preparing products to be displayed for the Folklore Fair scheduled for February 22 and 23. It has been an exciting revelation to compare careers of the past and future.

Several classes have made old-time movies with the help of a high school filming class.

The kindergarten has been working on the construction of an old-time colonial village.

First graders have been studying the art of pottery and candy making.

The ambulance crew visited the second grades. They also have been studying Vernal's honey industry. For the Folklore Fair they are studying the bakery and bread making.

In connection with Social Studies, the third grade is studying about city officials and workers, planning visits to the court house and jail. For the fair they have chosen the medical professions, learning about old-time doctors, dentists and drugstores.

The fifth and sixth grades have been having visits of local resource people concerning Vernal's industries. These have included mining, oil industry, and the veterinarian. For the fair the sixth grade is planning "A Rendezvous" with skills including rawhide braiding, basket weaving and making moccasins. The fifth grade is planning an old fashioned boutique, making soap and candles, etc. to sell.

The fourth grade has just finished a nutrition unit, with a vist from the cooks. They are now involved with mini-courses concerning the old-time arts of making bread, games, cornhusk dolls, sewing, candles and yarn work. Also a course on the milk industry and making butter and cake decorating plus candy making. Some have visited a poultry farm and

hope to hatch some chicks. All this is in preparation for their old-time general store. They also hope to have a jug band and folk singing for entertainment.

TODD'S TALES

The faculty at Todd is presently enrolled in a career education class through the U.S.U. as part of their inservice training. One of their goals is to put together activities for a career education coloring book to be used in the individual classrooms.

The paramedics will be visiting the third, fourth, fifth, and sixth grades during the month of February.

VERNAL JR. VENTURES

As part of the career education program at the junior high, Mr. Clayton Brough, a meteorologist at KTVU Channel 2 spoke to the seventh grade students on potential careers in the field of meterology. He noted that several businesses, particularly large department store chains are having as part of their staff, their own meteorologist to predict the best days for sales promotion. Mr. Brough also spoke and gave a slide presentation on how weather men gather their information to forecast the weather. The students seemed extremely interested as shown by their attentiveness and questions.

Mr. Richens has scheduled a speaker from B.L.M. to come in and speak to his nineth grade Biology class. Mr. Gardiner who is B.L.M.'S wild horse expert will be speaking on that subject.

Starting February 19th the career center at the junior high will be open three days a week, Wednesday, Thursday and Friday for those teachers who wish to send students in to utilize the vast amount of career education material.

WEST'S WIRE

The West Side wires are buzzing with news of exciting career education activities. Wednesday, February 21 will be a special career day at West Junior High. Fourteen people have been invited to come to the school and share their occupations with the students. There will be three twenty-minute sessions. The students will be able to choose the speakers they are most interested in.

The food service class took a field trip to the Bottle Hollow Resort. They were able to observe the detailed process of preparing and serving food. They also recieved instruction on hiring procedures. The students will also visit the Cow Palace to see how food is prepared there.

Mr. Merkley has created interest in the field of computers. Enthusiastic students visited Moon Lake Electric and Job Service where they watched computers in operation.

UINTAH UTTERANCES

A career fair is being planned March 7 at Uintah for all high school students. We plan to bring about thirty guest speakers from various professions to hold forty-minute workshops. Each student will have a choice of three classes to attend and will be handled on a pre-registration basis. Also starting Wednesday, February 14 we will be showing career films once a week during the lunch hour for those students who might be interested in attending.

Chad Orton is also teaching a career education class as part of the drivers education program. He has several students utilizing the career center at the high school each day.

UINTAH SCHOOL DISTRICT

VERNAL UTAH

January 9, 1979

As the end of the semester rapidly approaches, I would like to take this opportunity to thank the many people in the district who have given support to our program and have helped to get us off the ground. We are really thrilled and delighted with the tremendous response we have received, specifically:

A rose to MAESER'S fourth grade for their work in having parents serve as resource people to tell about their jobs. Also, to MAESER'S third grade for their excellent career oriented unit on bees and other related agriculture. Also, MAESER'S second and fifth grades for really going great guns in getting their kids excited about career education through constant activities.

ASHLEY second grade had outstanding success with their unit including the darling composition of poems at the completion of the unit. ASHLEY sixth grade really got into the money with their program on banking.

CENTRAL'S second and third grades had excited kids being featured in the "Spotlight" of the week, and parents or other invited speakers coming to class and talking about their careers. These people have done an outstanding job in building the students' self-concept as well as career education.

Bushels of bouquets to the entire NAPLES faculty for their support in hosting the Career Education Trailer during the month of December. The students were very receptive which showed a load of work on the part of teachers in preparing them. Thanks to all the people at NAPLES for using the trailer while it was there.

Flowers are also due the TODD faculty and administration for their work in putting together a Career Education coloring book soon to be published. We can hardly wait to see the finished results. This should be a big boon to minority groups, as well as others.

WEST JUNIOR HIGH has really put career education into practice with regular classes by using a Career Ed Program throughout the entire school during a set period coordinated by the very capable Glenda Brown. Principal Good has really assisted in this program. It has been a big job doing this for the entire school.

VERNAL JUNIOR HIGH'S science department really had students sitting on the edge of their seats with speakers in the various science departments telling about their careers. Of note was the forthcoming scheduled appearance of Mr. Clayton Brough of K.U.T.V. Weather Bank who will be coming to speak to the seventh graders on the field of meteorology on January 25.

The faculty and administrators of UINTAH HIGH SCHOOL really have things moving in Career Education and have had many resource speakers in several departments. We are thrilled to see the faculty using so many of the infusion materials and the addition of a Career Education section of a class to be taught by Mr. Orton. Thanks, Chad, for getting this off the ground.

We are happy to announce the addition to our Career Education staff of Gail Ferguson who is filling the vacant elementary advisor position. She will be working with Nadette Bishop and responding to help for the elementary schools.

* * * * * *

The schedule for the elementary trailer for the remainder of this year, TENTATIVELY, is:

Maeser Elementary	February 2 through March 8
Ashley Elementary	March 12 through April 18
Todd Elementary	April 23 through May 18

May we, however, remind you that if any of you need assistance with any Career Education project, Nadette and Gail will be happy to respond to your request at any time, whether or not the trailer is located at your school.

Jenifer Decker will be happy to be of assistance to any of the Vernal Junior High or Uintah High School staff upon request.

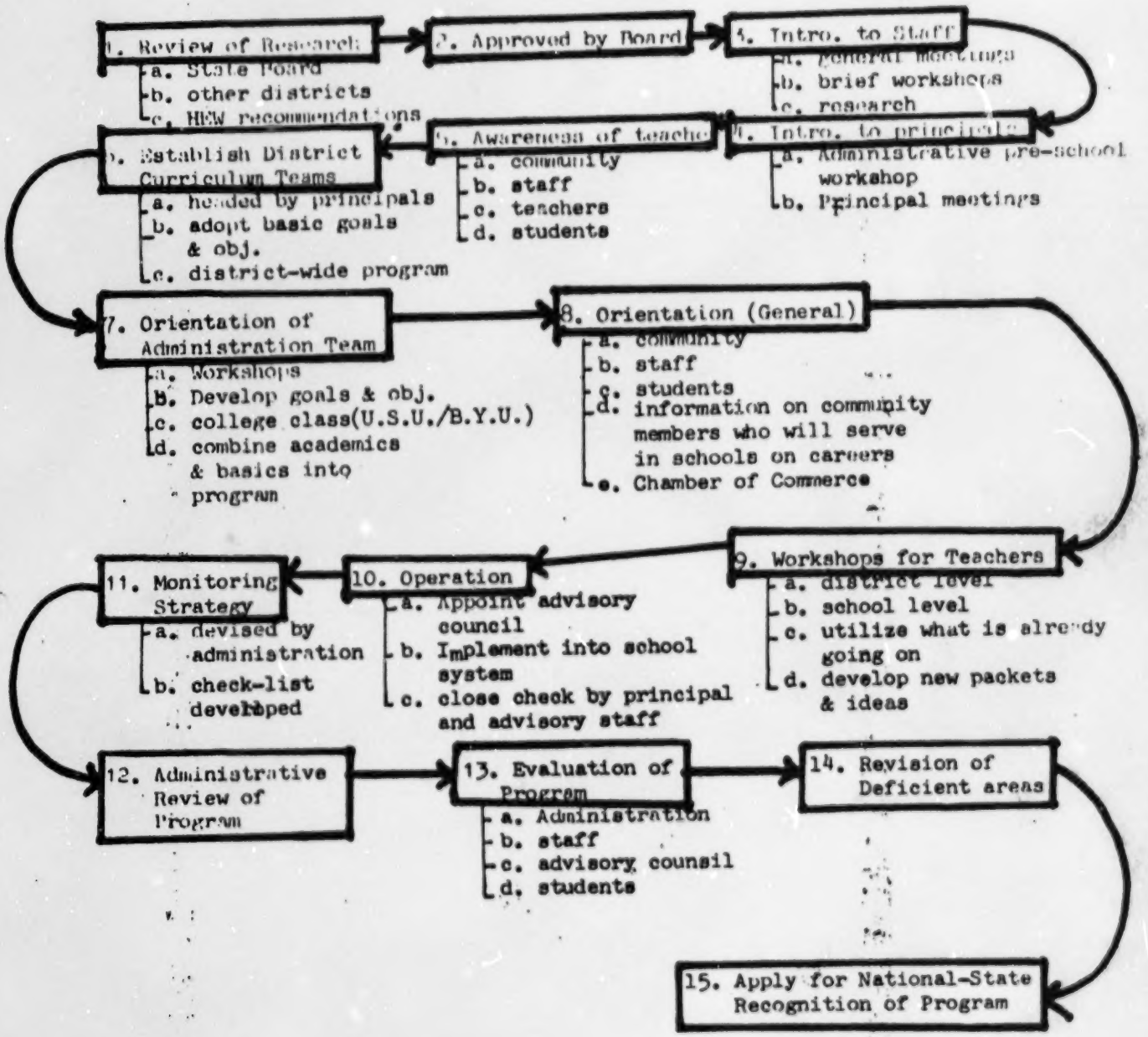
You may be interested to know that the Governor of the State of Utah has declared the week of February 18 through 24 as Career Education Week throughout the state. See the attached proclamation.

There is also a state-wide conference on February 23, and we would invite each school to send a teacher and administrator representative to this meeting. We hope you will be planning on joining us at the meeting in Salt Lake City.

Again, thanks for all your work. The program is moving ahead, and we are really grateful for your efforts on behalf of the Career Education Committee of the district.

FLOW CHART FOR IMPLEMENTATION

OF CAREER EDUCATION



UINTAH SCHOOL DISTRICT
CAREER EDUCATION PROJECT

CAREER EDUCATION CLUSTER - EMPHASIS CHART

CAREER CLUSTER	K	1	2	3	4	5	6	7	8	9	10	11	12
) AND OFFICE			X				X						
9S AND DISTRIBUTION			X				X						
CATIONS AND MEDIA			X		X								
SPLOR	X						X						
FORING				X		X							
RATION		X			X								
SINESS & NATURAL RESOURCES	X					X							
SCIENCE				X			X						
MENTAL CONTROL				X		X							
SERVICES		X				X							
		X			X								
LITY AND RECREATION		X				X							
L SERVICES			X		X								
TS AND HUMANITIES				X			X						
R AND HOMEMAKING	X				X								

EXPLORATION

PREPARATION

West Junior High School

R.F.D. no. 1 BOX 151
ROOSEVELT, UTAH 84066

722-4563

Office of the Principal

CAREER EDUCATION CURRICULUM

1979-80

West Junior High School has three approaches to Career Education:

1. A twenty minute Advisement period is held daily of which the principal component is Career Education. Three published programs will be used relating to Career Education

   a. Junior High Advisement Program, Ferguson-Forrisant School District, St. Louis, Missouri, for seventh grade.

   b. Utah Survival, by Betty L. Hall, Holt, Rinehart, Winston Publishers, 1979. for eighth grade

   c. The New Model, An ESEA Title III Project granted by the Ohio Department of Education, published by the Educational Research Council of America, 1973., for ninth grade.

   These programs represent activities in self-evaluation and development, career clusters, career exploration, job seeking, career planning, peer relationships, credit buying, income tax, banking, applications, etc., as well as adjusting and participating in school activities, such as registration, individual educational plans, etc.

2. Career Infusion: Each academic and vocational discipline will include career educational activities as part of their instructional goals. Packets have been prepared for each discipline by the Utah State Board of Education for such subject areas as: Social Studies, Math, Foreign Language, Art, Music, Industrial Arts, Home Economics,, as well as commercially prepared ditto masters for C. E. in each discipline.

3. Career Center and Aide:

   a. Audio visual materials are collected and available for students' use and check out.

   b. As career interest is identified in Advisement, the C.E. Aide brings in guest speakers for those students interested in a particular career, arranges for special field trips, refers students for special counseling and shadowing experiences outside the school setting..

   c. Special speakers and materials are procured for the special needs of our Indian students (about 55%) to meet the needs of unique Career problems of the Ute Reservation and the career opportunities available to the students with the Ute Tribe, BIA, etc.

UINTAH HIGH SCHOOL

CAREER EDUCATION PROGRAM

INTRODUCTION AND GENERAL OBJECTIVES: Career Education is a major emphasis in the Uintah School District. The goal of Career Education is to make the formal educational experience of the student more relevant to his life experience and therefore, more meaningful and purposeful. A major goal in the life experience of most individuals is to select, prepare for, and successfully perform in a career field that will bring satisfaction and economic security to them.

To assist students at Uintah High School to achieve this goal, the following general objectives are proposed:

1. Each subject area in the school program will assist the student in seeing relationships between the subject matter and those career clusters it relates to.

2. Each student will be given assistance in identifying his personal interests and aptitudes and in relating these to successful career selection.

3. Each student will be given the opportunity to develop academic and technical skills so as to be prepared, upon leaving school, to successfully enter gainful employment or additional formal training.

SUB-GOALS AND PERFORMANCE INDICATORS: The following sub-goals and performance indicators will be used to assist students at Uintah High School to achieve the general objectives.

SUB-GOALS:	PERFORMANCE INDICATORS:
1. For the individual to recognize similarities and differences between his or her interests and values and those of others.	a. For the individual to compare and contrast values held by his or her classmates. b. For the individual to give an example of how a person's values may be influenced by his or her background and experiences. c. For the individual to describe (3) factors that may affect the values a person holds.
2. For the individual to recognize settings and experiences that provide knowledge of self and others.	a. For the individual to list experiences that caused he or she to modify his or her values; explain the reasons for the need to change.
3. For the individual to recognize that self development is the result of interaction between personal characteristics (E.G., interests and values).	a. For the individual to describe how peer groups affect his interests and values and explain the importance of this affect. b. For the individual to compare current interests with those he or she had (2) years ago and identify specific experiences that might account for any changes.

4. For the individual to establish goals to direct self development.	a. For the individual to analyze the nature of differences in personal goals between youth and adults.
	b. For the individual to list personal goals and describe how these goals will result in self development.
5. For the individual to recognize that change in self concept can be the result of learning, physical growth, and/or maturation.	a. For the individual to assess the relative influences of growth, experience, and conscious action on the development of a specific ability.
	b. For the individual to assess relative importance of what he or she knows about their physical characteristics, interests, abilities, and values in forming his or her self concept.
6. For the individual to understand the difference between individual and group roles.	a. For the individual to compare the rights of the individual to the rights of the group.
7. For the individual to recognize both the individual and group aspects of life-career roles.	a. For the individual to identify (4) roles (a family role, an occupational role, a citizen role, and a leisure role) that he or she is interested in and can compare and contrast the individual and group aspects of each of the identified roles.
8. For the individual to understand individual differences in education and training needs.	a. For the individual to give (3) reasons why a person might want to pursue additional education/training after completing high school.
	b. For the individual to analyze the role of higher education in career preparation (e.g., it may provide an "entrance ticket", but not specific skills, political party participation, chess playing, etc.).
9. For the individual to recognize the variety of types & sources of education and training.	a. For the individual to compare and contrast community colleges and four-year colleges and universities as to the types of programs offered.
	b. For the individual to compare and contrast community colleges and proprietary trade schools as to the types and durations of programs offered.

	c. For the individual to describe how university extension courses are offered (e.g., through local seminars, open to the public, etc.).
	d. For the individual to list the vocational, technical, and apprentice programs available in his or her community and tell where they are located.
	e. For the individual to describe what is involved in a trade-union apprenticeship program.
10. For the individual to relate educational alternatives to life style.	a. For the individual to describe (3) places a person could go to obtain adult/continuing education programs (e.g., community colleges, public secondary schools, recreation departments).
11. For the individual to understand the relationship between an occupational role, its setting, and life style.	a. Given an occupation the individual is interested in, the individual can describe a possible career pattern based on individuals he or she knows in that occupation.
	b. Given an occupation the individual is interested in, the individual can compare and contrast the life styles of individuals in that occupation.
	c. For the individual to identify (4) ways an occupation might affect a person's life style.
	d. For the individual to identify (3) aspects of his or her life that are important and which he or she would like to maintain in a work setting.
12. For the individual to recognize that occupations tend to cluster in several ways.	a. Given a list of occupations, the individual can indicate which ones could be associated with a specific industry.
	b. For the individual to select a cluster and, based on all the jobs within the cluster, describe the educational requirements, employment prospects, main work tasks or duties, and services or goods involved for (10) jobs within the cluster.

13. For the individual to acquire information about occupations (E.G., major duties, entry requirements, income, working conditions, job market, etc.).

a. Given an occupation the individual is interested in, he or she will identify (3) different ways to obtain the skills and abilities required in that occupation.

b. Given an occupation, the individual can compare and contrast (3) different work settings for that occupation.

c. For the individual to explain how the job market affects career planning.

d. For the individual to discuss the effects on the labor market of the growing numbers of women in the working world.

e. Given an occupation, the individual can compare salary ranges in different geographical locations (e.g., urban versus rural, east versus south).

f. For the individual to identify (2) steps a person might take to increase his salary (e.g., additional education or experience).

g. For the individual to explain what is meant by the term "subsistence level" and describe what expenses are included in that category; to explain what "cost of living" is and what factors it is based on, and how companies adjust the monetary benefits of a job to accommodate regional variations in cost of living (e.g., higher wage/salary, etc.).

14. For the individual to understand the relationship between and within the occupational world and the economic system.

a. For the individual to list some of the services that are available today that were not available 25 years ago.

b. For the individual to list some of the areas in which there will be a likely increase in service occupations (e.g., recreation, repair).

c. For the individual to describe the implications of increases in leisure time for the growth or decline of specific occupations.

d. For the individual to compare and contrast the monetary and nonmonetary benefits accruing to a worker who is self-employed and a worker who is employed by another person or firm.

15. For the individual to identify the factors that affect job success, advancement, and mobility.	a. For the individual to list the advantages of being prepared for a variety of jobs.
	b. Given a list of occupations, the individual can identify different businesses, industries, and other organizations where these occupations might be found.
	c. For the individual to identify two ways a job may change and what a worker would have to do to meet the new demands (e.g., continuing education).
	d. Given an occupation the individual is interested in, he or she will determine the opportunity for job mobility and advancement in the job.
16. For the individual to gain experience in work related roles and settings.	a. For the individual to gather information about the duties, work conditions, worker characteristics, rewards, employment outlook, preparation requirements, etc., for at least (2) occupations consistent with his or her occupational goals.
	b. For the individual to acquire work related experiences in a real work setting in (2) occupations consistent with his or her occupational goals.
17. For the individual to identify situations and events in his or her life that involve making decisions.	a. For the individual to identify (3) events in his or her life that have been particularly meaningful and determine what it was about those events that made them meaningful.
	b. For the individual to list (3) important decisions he or she must make within the next year.
	c. For the individual to identify and plan for (1) event that he or she anticipates within the next year (e.g., joining a club, taking an exploration, job entry, part or full time-, etc.).
18. For the individual to identify factors that influence decision making.	a. Given a decision a person has made regarding career options to pursue, the individual will identify the factors upon which that decision was based.
	b. For the individual to determine for himself or herself the factors which were used in evaluating: (a) occupational options, (b) educational options.

	c. For the individual to explain why it is useful for a person to consider his or her career goals while he is still in school.
19. For the individual to gain decision-making experience by making systematic decisions.	a. Given (3) different decision making situations, the individual can identify the strategies he or she uses in each situation.
	b. Given a situation where the individual must make a decision, he or she can list alternatives, weigh the alternatives as to highest priority, and make a systematic decision based on identified information.
20. For the individual to acquire skill in stating and implementing a plan of action.	a. Given a specific goal the individual is interested in, he or she can describe a plan to modify personal characteristics in order to facilitate attaining that goal; the individual can then implement, monitor, and evaluate the plan.
21. For the individual to assess the probability of attaining goals.	a. Given a specific occupational, educational, or leisure goal, the individual can identify personal attributes that would be needed to attain that goal.
	b. For the individual to identify (3) specific factors which might interfere with the attainment of one's goals (e.g., moving to a new area, having to leave school to work, etc.)
22. For the individual to plan personal programs to reach identified career goals.	a. Given a specific educational or occupational goal, the individual can identify the specific steps he or she will have to take now and in the future to attain that goal.
	b. For the individual to identify (3) elements which should be included in a plan for accomplishing tasks to attain goals (e.g., sequence of tasks, time required for tasks, time when tasks will occur, etc.).
	c. For the individual to explain how each of the following factors is a means of attaining an educational or occupational goal: education or preparation, money, transportation individual assistance, experience.
23. For the individual to identify and acquire information and skills necessary to gain further education and training related to identified career goals.	a. For the individual to compare and contrast vocational or technical programs and apprenticeships in terms of where the preparation occurs, what it involves, and how long it takes to complete.

	b. For the individual to identify (3) places a person could receive vocational, technical, and apprenticeship preparation (e.g., military, community college, technical school, vocational school, etc.).
	c. For the individual to describe the adult education courses available in his or her area and tell where the courses are offered.
	d. For the individual to relate information gained about further education and preparation to (2) identified career goals (leisure, occupational, family, citizen).
24. For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.	a. For the individual to apply for and interview for an actual job opening and evaluate his or her experience.
	b. For the individual to identify the information typically found in a personal resume and to develop a personal resume.
	c. For the individual to research (2) potential employers for the purpose of identifying job requirements and factors which contribute to gaining employment.
	d. Given a job the individual is interested in, he or she will complete an appropriate letter of application and/or employment application form.
25. For the individual to demonstrate a commitment to and act upon his or her plans.	a. Given an individual's plan, that individual can determine the timeline for implementation, gather the resources necessary for implementation, and can demonstrate a commitment to the plan by initiating the plan & providing for evaluation (on-going and final).
26. For the individual to modify or redesign career plans, if evaluation indicates.	a. Given a situation in which a person is not progressing as fast as he or she expected toward attaining a goal, the individual can analyze the events and determine the reasons for the lack of progress.
	b. Given a situation in which a person is attaining a goal faster than he or she anticipated, the individual can analyze the situation and determine the reasons for the unexpectedly fast progress.

CAREER EDUCATION PLAN - UINTAH HIGH

CAREER GUIDANCE ACTIVITIES

The following career guidance activities will be conducted by the counselors at Uintah High School for the various classes as follows:

I. Sophomore Program:

A. Objectives:

1. Self-understanding and improving self-image
2. Relating education to life's work
3. More effective career and educational planning
4. Effective use of the Career Information Center facilities
5. Planning for next year's registration

B. Activities:

1. The above objectives will be accomplished through the use of films, discussion, resource persons, and completion of printed forms.

2. Students will be oriented to the Career Center and complete a study of a career selection using materials in the center.

C. Materials:

1. Films:

a. "How A Career Develops"
b. "Welcome to the Working Worlds"
c. Films from library of Career Counseling Films series

2. I.E.P. forms
3. U.H.S. Course Description Book and registration materials

D. Procedures:

The above program will be presented to sophomores by counselors in regular classes of sophomore concentration (English 10, American History or Health). Students will be involved in the program for a minimum of six class periods.

II. Junior Program:

A. Objectives:

1. Continue career and educational planning
2. Assist students to identify personal values and relate them to their career decision.
3. Identify individual aptitudes to assist in career decision.

B. Activities:

1. Each student will take the General Aptitude Test Battery.
2. Films, discussion and completion of printed forms.
3. Interpretation and use of G.A.T.B. scores.
4. Review students' Individual Educational Plan and complete registration for next year.
5. Individual use of the Career Center facility.
6. Career Fair.
7. Preparation for College Admission tests.

C. Materials:

1. Filmstrip - "Career Values - What Really Matters to You".
2. I.E.P. forms.
3. U.H.S. Course Description Book and registration materials.
4. G.A.T.B. testing materials and student planning booklet.

D. Procedures:

The above program will be presented to juniors by counselors in groups drawn from home room classes. Students will be involved in the program for a minimum of three class periods.

III. Senior Program

A. Objectives

1. Students will finalize a realistic post-high school plan.
2. Students will be able to successfully complete a college admissions and scholarship applications, other college financial aids applications.

B. Activities:

1. Re-orientation to the Career Center (emphasis on use of post-high school training materials - catalogs, application forms, scholarship and financial aid opportunities).
2. Seniors participate in Post-High School Orientation Program conducted by State Board of Education.
3. Career Fair
4. Exit interview with counselor.

C. Procedures:

1. The orientation program will be presented to seniors by counselors in groups drawn from homeroom classes.
2. The Post-High School Orientation and Career Fair will each be half-day programs.

ENGLISH DEPARTMENT CLASSROOM UNIT FOR CAREER EDUCATION

A. Objective:

Students will learn proper procedures for writing a personal resume, completing a job application form, and preparing for a job interview.

B. Activities:

1. Students will complete a written employment application form.
2. Provided with a written format, students will write a personal resume and receive instruction on keeping their resume current with additional training, education, and experience.
3. Students will prepare for a personal job interview and role play interview experience as interviewer and interviewee.

C. Procedures:

This program will be made a part of all sophomore English classes. The unit will cover approximately five class periods.

CAREER EDUCATION ACTIVITY

RELATED CLUSTER: Communications & Media SUBMITTED BY: Myrtle C. Cook

SUGGESTED GRADE LEVEL: K - 3 (Exceptional Child)

CONCEPT: To develop an objective consumer attitude by learning to critically evaluate magazine ads and television commercials.

OBJECTIVE: Student will be able to identify some of the gimmicks used in advertising and he/she will decide whether or not they contribute to the facts and truth about the product.

LEARNING ACTIVITY: Use any of the following activities:

1. During a week-end notice all the places you see or hear advertising.

2. Draw an outline of a person on a large sheet of paper.
   1. Cut out five ads of things you can eat or drink. Paste them inside the outline of a person.
   2. Cut out five ads of things you cannot eat or drink. Paste them outside the drawing of the body.

3. Look at four boxes of laundry powder.
   1. Describe the boxes. (i.e. colors, shapes and sizes)
   2. Which one do you think is the prettiest? Why?

4. Cut out ten ads showing toys.
   1. In one pile put the ads of the toys you think would be safe for a child of your age or younger.
   2. In another pile put the ads of toys you think would be safe for children older than you.

5. Cut out twelve magazine ads and paste them on the three different sheets of construction paper.
   1. Paste the ads that show products in boxes on one sheet.
   2. Paste ads that show products in bottles on the second sheet.
   3. Paste ads that show products packaged in cans on the third sheet.

6. Cut out nine ads from a magazine and paste them on construction paper.
   1. Group the pictures to show products packaged in containers that can be recycled and products packaged in containers that cannot be recycled.

7. Make a bulletin board display. You may choose to show all paper containers that package fruit or a group of your own choice.

SUGGESTED EVALUATION: (if any.)